

Break

Enter stage army centre left

Two hundred and fifty carefully chosen education pundits—teachers, administrators, governors, trainers—meet tomorrow at Islington Green School, in London, by invitation of PRISE (maemoon of the month, it stands for Programme for Reform in Secondary Education). They are meeting for half a day to celebrate the official founding of a new pressure group which is supposed to shift the concern of those who have campaigned for the establishment of comprehensive to concern with the way these schools are working.

The 40 founder members, known up to now as the Dorking group, have already met several times. They are in some sense the education stage army (stage left and centre left). Maurice Peston, Peter Novell (White Lion Tree School), Tyrrell Burgess, Martin Lightfoot (from Pengeur Ed to dizzy heights at ILEA), Ian Lister (the nearest we have to a home grown deschooler), John Hyslop, Caroline Bunt, Kagan, Margaret Maden (headmistress of Islington Green and hostess to the conference among them).

The group is held together by broad allegiance to a rather vague comprehensive school charter containing some 25 propositions ranging from "children learn best when expectations for their intellectual, emotional, social, moral and creative development are high" to a specific commitment to mixed ability teaching, coeducation and neighbourhood schools.

That is the written part. But within the group there is an uneasy though many of them would say not unhealthy marriage between those who want to study in a quiet, methodical way, the varied practice of comprehensives in order to try to assess, refine and polish up the best (supposing they can agree on what that is), and those who have a much more polemical, political, call it what you will, purpose, namely, to trumpet from the rooftops the merits of comprehensives, a sort of anti-Black Paper blast to counteract all those cries of sink-or-swim which the NUT and the NAS did such damage in pursuit of more cash last year.

Interesting to see how many of the 250 join the 40 after tomorrow's conference and whether the new recruits will to any significant extent correct the present heavy NUT-inwards North-West London.

Syntax to you too

One place where the Bullock report has, as yet, made no impact is on the publishers Ernest Benn. In a letter rejecting looks by an experienced teacher of remedial reading, they write:

"Obviously, you are used to writing for this type of readership, so your stories flow easily while the sentence structure and language is simple and accessible. Our reader agreed with this, although she felt that for a reading book you were rather too colloquial. It may certainly be what kids say (their italics), but she doubted if it was what they expected to read."

Compare Bullock, chapter seven, paragraph 18, on the importance of "the extent to which the syntactic structures (of early reading materials) relate to the pattern of spoken language familiar to the child. Unless there is a close match between the syntactic features of the text and the syntactic expectations of the reader there will be a brake on the development of work identification." Kids expect to read the language they speak.

For their good

Ironically Reg Prentice's first real challenge at his new ministry should be an educational problem. In Britain's bothersome black Rhineland students, whose treatment here threatens to become a serious diplomatic issue, are largely the responsibility of the Ministry of Overseas Development. The former Education Secretary, with other things on his mind, is more enamoured of the burden than his officials, who have been trying hard and often to unload it on to other departments.

So nobody was very surprised.



"Mr Benson is absent but he left this essay subject: 'Imagine you have kidnapped the teachers. Compose a suitable ransom note.'"

when Mr Prentice was absent from the discussions this week between his subordinates and the Rev Ndabingiri Sibhole who had flown here from Lusaka to investigate the situation. It may just be, of course, that Mr Prentice had heard about the Zimbabwe nationalist leader's schoolmasterly ways.

Mr Sibhole admits that after 10 years of detention by Ian Smith and a lot of high level diplomatic parleying around the world's capitals he still retains many of the classroom mannerisms and attitudes acquired in 17 years of teaching. "Some of my nationalist colleagues are not very happy about my concern with discipline," he says.

During confinement, Mr Sibhole taught English and history to other detainees—for my pleasure as much as for their good.

St John-Stevens congratulated Mrs Thatcher on her recent American tour. "I only wish that we could prevail upon Mr Mulley to visit the United States—and not to return. At least the Americans would have known what the economists mean by an invisible export."

"Mr Mulley is not an exciting figure," said Norman with a smile. "He makes Mr Edward Short seem positively charismatic. When Mr Mulley was visiting a learned institute he was not recognized by the doorman. He was shown into a small room, and he said: 'Young man, do you know who I am?' The doorman replied: 'No, sir. I will find out and let you know.' Applause, applause."

Queen Kathleen

A sure sign of decadence in local government is when councillors squabble about whether the mayor should ride in a Rolls-Royce or a mini and count the cost of every civic peanut. By the same token, there is something rather grand about Manchester, metropolitan district or no, which expects its Lord Mayor to do the thing in the style which befits a great city.

This year's Lord Mayor is no stranger to education—Dame Jean Ollerenshaw, a former Manchester education committee chairman, author of one of the only useful pieces of research on teacher supply, and currently a member of the Layfield Committee on local government finance. (Doublet Layfield with being Lord Mayor has led some grumbling journeys on the Manchester to Euston sleeper, but she was determined to see the new year out. Layfield still hope to finish by the end of December.)

From the Lord Mayor's spacious lodgings in the great gothic town hall, Dame Kathleen has thrown herself with characteristic vigour and attention to detail into a wearing round of public appearances and entertaining. The original furnishings of the mayoral apartments are being brought out of

the loft and cellars; the finger bowls dusted off and put back into use. The scepticisms of other councils in the Greater Manchester area have been assuaged with a hasty match arranged with the diplomatic finesse—down to commissioning, through the good offices of Dudley Fiske, chief education officer, a spectacular paper sculpture trophy of minimum burden to the rates.

In some ways it's like being Queen for a year—cultivating an acceptable non-political persona, receiving visiting celebrities, smiling, innumerable hands, smiling graciously—and perhaps imperceptibly developing a new insight into the meaning of *lese majeste*.



There was George Gale rabbiting on about sociology in the plume programme he conducts on the air for LBC radio; and for once he had me with him.

From the snatch of conversation I heard as I switched on, it all began when a woman phoned in to complain that a job in which she had been interested turned out on inquiry to require somebody with left-wing sympathies, though it had connections with the teaching profession. I understood her to say that the organization concerned had links with the NUT. And, of course, she had always understood that teachers should not, as teachers, be involved with politics.

This led George Gale, while agreeing with her, to speak sharply about an advertisement by Middlesex Polytechnic that he had seen in *New Society*. It seemed that the polytechnic was seeking students for a sociology course, and the advertisement gave details of what they would study.

I did not take a note of the details myself but I must say that as Mr Gale recounted them the course did not sound as if it was going to lead to a diploma of the Primrose League. "Study sociology and become a revolutionary," was how Mr Gale himself summarized the invitation that the advertisement set out.

The teaching profession did not emerge any too well from that item on the LBC phoneline. But the image of sociology that came out of it was even worse. Nor was the image brightened by the following item from *IPC Sociological Monograph on Leisure* that *Private Eye* exhibited on the radio or two later in its *Pseudo Current*.

Perhaps the most comprehensive attempt at a definition of leisure is that given by M. Kaplan in *Leisure in America*—a social science (a) analysis of leisure as an economic function (b) a minimum of social role obligations, (c) a close relation to the culture, (f) the lack of an entire range from leisure and play, (g) a weightiness and importance (h) often, but not necessarily, activity characterized by a moment of play. Leisure is these by itself but all together one emphasis or another?

Sociology condemns itself such a passage. In any case, the subject was carrying a bad press. "The group is everywhere," just worth hugging in the *Daily Mail* off statistics and instant on every nuance of what we believe to be our private lives. The draws famous conclusion society that does not live by statistics or fit neatly into a case history.

With that for starters May worth made mincemeat of a piece of sociological reasoning out on a university newspaper cold water on the standards of sociological discourse of us to have no more stuff.

The time has surely come when these sociologists speak for which they are condemned. It is because affect the way society is induced, work hard to influence upon it.

They endeavour by their own research to make a small, or gully, or lake. They should not be allowed away with it. It really is stupefied listening to the dilettantes.

After this rousing piece of criticism it was curious to find the opposite page of the *Daily Mail* Wilkinson, the paper's own correspondent, was giving space to the findings of a inquiry into the making of students.

The most frustrated people, dictators, were the anxious, moody "neurotic". They have strong desires, often too anxious to achieve successful seduction.

However, the survey report that modern students were from promiscuous. A sample 80 per cent of the 18-year women said they were girls.

It is true that this particular search was carried out by a crisis. If, however, Mr Gale's sociology linked with political genius you can take it from sociology linked with psychology even worse.

In *The Times* there was a warning from Professor Sir Samuel Lewis of severe cuts to come in research. I can suggest one for the club.

(a) The main principle of so-called King's Indian Defence to exert pressure along the squares with the aid of the king's bishop. How awful! Brannigan does this again in sequel.

(b) A restrained method of using the central mobility; aggressive was G.K.K. (c) White continues modestly; but the natural to Black's pawn advance was 8.P-Q5; Kt-QR4 is doubtless but was in any case more than the text move. Another line here was a 9.Kt-K4, when, however, Black 9.B-K2, preserving the Bishops.

(e) Now it is Black who has the initiative and the manner in which he continues to increase his position is quite less.

(f) And not 13.Kt-Q2, but the ending is quite less. (g) Suddenly, along, Mr White finds his KB.

(h) Black's mystery of the squares is a great deal more than 23.Kt-K3, P-K5; 22.Kt-K3, B-R3; Kt-K7; 24.Kt-K1; 25.RP-K4, B-B6; and the game piece is lost.

Harry Colclough

THE TIMES Educational Supplement

FRIDAY OCTOBER 17 1975 NUMBER 3150



134 days in the old office for Mrs Stella Greenall, senior officer for the National Union of Students. She is to become political adviser to Mr Erad Mulley, the Education Secretary. After 23 years of negotiations with the Department of Education on student grants and welfare matters, Mrs Greenall is now going round the other side of the table. Stephen Cohen reports, page 3.

Open College: Tony Howarth on some of the different models being proposed. Page 19.

Film societies: Araminta Wordsworth looks at their first 50 years. Page 23.

Science, page 13.

The spirit of discovery in high-energy physics continues, writes John Maddox. Features, pages 20-22.

Eric Midwinter and Rhodes Boyson on the content of a common curriculum; Richard Greenhill on a British Army school; Sara Miles on feminism in American schools.

Books, pages 24-29.

Rebuilding an art department; home economics and design education. Talksback, page 45.

Arts reviews, pages 78, 79.

Barbara Denver on museums; Annie Barnes on radio.

Classified ad index.

Birchenough canes Tyndale

ILEA inspectors report that poor standards of work and behaviour at William Tyndale Junior School need attention as the striking staff plan to return. Page 3.

ILEA boycott borough committees

Mark Jackson reports on the authority's refusal to cooperate with education advisory committees in Islington and in Kensington and Chelsea. Page 4.

Reading, writing and 'phoning

BBC launch programmes and 'phone-in for adult illiterates. Carolyn O'Grady reports on the campaign. Page 11.

Leaders, page 2; Personal column, page 4; In brief, page 18; Sport, page 18; Buckley, page 30; Bridge, page 30; Break, page 30.

TES Extra: Arts and handicrafts

Eight pages on design education, some Scottish influences, how to live with inflation, and other articles. Pages 37-44.

Classified ad index.

Church colleges in conflict

Five Church colleges of education should be closed, recommends a confidential report. But opposition is expected in two weeks' time when the General Synod will debate the report and an alternative scheme to close eight colleges. Page 5.

Exams at 16 plus

Harry Judge on things he would rather not say. Page 2.

No money for bus fares

All over Britain children like those in the picture are walking to school because bus companies are withdrawing fare concessions. Gavin Scott reports, page 5.



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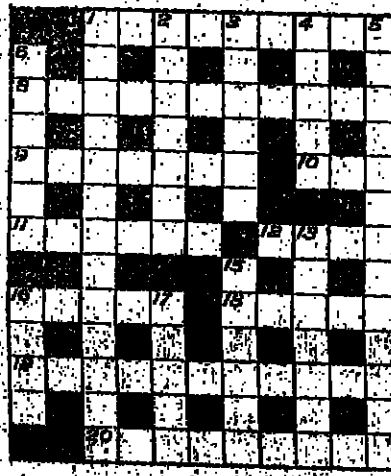
Hidden college cuts

Target figures for teacher training places issued to colleges of education are not what they seem. Page 7.

NAHT Exhibition

Introduction and preview of the products on display; Anna Sproule on ILEA joint resources centres; Frances Stadlen in film-making in an infant school. Pages 33-36.

Crossword No 1,002



- Across
1. Bad luck for British (4)
 2. Murder is no longer such a common occurrence (7, 9)
 3. An anti-pitching job (7)
 4. One who holds his birthright (5)
 5. Lord John and George were not (7)
- Down
6. A kind of aspen (7)
 7. Vessel to give you a lift (6)
 8. Down town? (5)
 9. Top treatment for the environment? (7, 9)
 10. She moons around in a satirical way (6)
 11. Where the incantation took turn and turn about (4)
 12. Milton's happy man (7)
 13. The great beast in the cave (6)
 14. Food divisions for a grotesque dancer (8)
 15. Appearing back answer (7)
 16. Girl of the vegetable kingdom (6)
 17. Solution to Puzzle No 1,001

Chess

The art of the initiative

The reason why White is deemed to have some advantage in the opening stages of the game is that, having the first move, he should have also the initiative. He has the opportunity of initiating an attack; to quite a large extent he can dictate the early course of the game through having the first move. If he likes an open sort of game or if he prefers to manoeuvre slowly on subtle lines, then the choice is his.

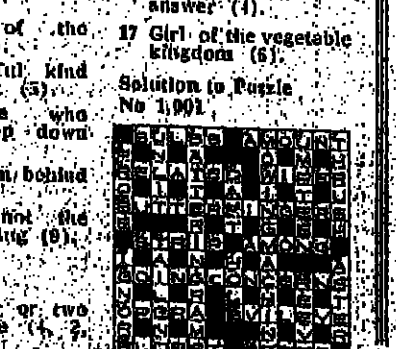
Naturally, this must be classed as a small but clear advantage and, if White is a good player, he will know how to increase or at any rate try to increase this initiative.

But it is also his duty to see that he retains the initiative. Exchanging pieces prematurely, developing without much aim except to get the draw and random manoeuvring, not mention drifting, all these can result in a disastrous loss of the initiative and may prove fatal against a master of the art of chess.

The following game is an awe-inspiring example of what may occur when the initiative is lost, and the penalty is exacted to the full by Black against even a former world champion.

Q.P. King's Indian Defence (played at the Alexander Memorial Tournament in the 6th round at Middleborough, September, 1975).

White: V. Smyslov; Black: D. Bronstein.



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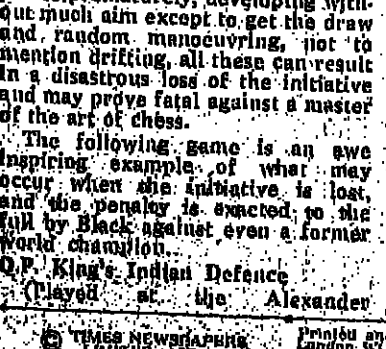
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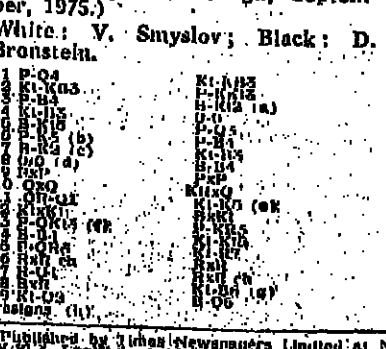
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Sauce for goose and gander

The comprehensive school is never far from the limelight. This week two news items of contrasting character have shrouded their way to the fore. The first (page 12) concerns a new pressure group formed to support the comprehensive label and to engage in practical activities aimed at improving what happens under the comprehensive label. This is PRISE—Programme for Reform in Secondary Education, launched last weekend in London at a meeting addressed by Professor Maurice Peston, formerly Mr Reg Prentice's political adviser at the DES.

The second is of a kind more calculated to make hard news: Mr R. W. Baldwin, a member of the Manchester education committee who also happens to be chairman of the governors of the Manchester Grammar School, has published a pamphlet analysing the examination results of the comprehensive schools between 1966 and 1973 and finding that they compare unfavourably with those in surviving unorganised grammar, technical and modern schools.

In fact, he has produced seven indices of examination performance, ranging from one pass at grade 4 in CSE or better, to university entrance, and the comprehensive schools on average perform at about 75 per cent the level of the unorganised schools. He then argues with some force that this is a big discrepancy to explain away by the phenomenon of streaming, and prefers the explanation that the figures show an inherent defect in the comprehensive system.

The Baldwin presentation is probably the most elaborate attempt to use public examinations as a yardstick to measure the success of reorganization. Nobody would dispute that exams are not the only criterion that matters. But they do represent an external evaluation of some of the things the education system regards as important. If it were actually true that the comprehensive school, by virtue of its comprehensiveness, were only capable of getting examination results which were 25 per cent worse than those of the combined segregated system, it would be extremely difficult to convince parents that all its other virtues compensated for this. But a fundamental weakness makes it impossible to say whether Mr Baldwin has measured like with like. Nothing he has so far done has enabled him to single out reorganization as the sole or principal cause of the differences in performance that he has identified.

It is, therefore, impossible for Mr Baldwin to prove his case and just as impossible for anyone else to prove him wrong. Given the importance of social background in the distribution of academic success, it would be necessary to know the social characteristics of the areas that have gone comprehensive and to be able to contrast these with those of the unorganised areas. Mr Baldwin cannot get at this question and therefore does not ask it. It could well be that in the London area, the inner cities have led the way towards comprehensive education

while the well-to-do suburbs have held back. Nobody has the information necessary to measure this kind of bias.

For the purpose of his argument Mr Baldwin has to take the shrinking non-comprehensive sector as the norm against which to measure the progress of the comprehensives. But if it was typical in 1966 when, of 520,000 leavers in the unorganised sector, 119,000 (23 per cent) were in grammar schools, can it also be typical in 1972 when the numbers of leavers had dropped to 349,000 but the grammar school component had increased to 26 per cent? In fact, the non-grammar school leavers dropped by 142,000 while the equivalent grammar school numbers fell by only 28,000, which may give some measure of the extent to which the ex-secondary moderns were over-represented in the new comprehensive schools. Of course, it could be that the I.E.A.s which have remained unorganised happen to have been those with a higher than average percentage of grammar school places but this is not a point Mr Baldwin goes into and in any case this would not, of itself, tell us whether academic aptitude was above or below the average in these areas.

The changes in the composition of the unorganised sector are, of course, a mirror image of the phenomenon of streaming, which Mr Baldwin recognizes but rejects as an inadequate explanation of the different success rate. But without knowing the social mix nobody, not even Mr Baldwin, can say what part for the course ought to be. All you can say with any certainty is that it is extremely un-

likely to be the norm that Mr Baldwin has chosen.

None of these points answer or disprove Mr Baldwin. Nor do they altogether remove the suspicion that the difference in examination performance is unconsciously high, with disorganization as likely an explanation as reorganization.

Where Mr Baldwin is on stronger ground is in arguing that such figures as can be produced do nothing to support the bold claims made on behalf of comprehensive reorganization by Mr Reg Prentice when, in effect, he promised that the grammar school children would do just as well while the next 20 per cent would do very much better in comprehensive schools than they now do. If it is sauce for the goose to say that Mr Baldwin has proved nothing, it must be sauce for the gander to say that Mr Prentice misled the country because he did not understand how little can be said on this subject with any assurance.

So, when the battle of examination statistics dies down, what remains is a good deal of anxiety and an imperative need to make a success of the comprehensive schools which are here to stay not because someone can prove they will achieve better examination results but because the invidious process of selection into separate schools at 11, which made some sense when 80 per cent of pupils left school at 14, is intolerable in the long run. And this presumably is where PRISE comes in.

No comment

Peterborough College of Adult Education: Teacher of English and Numeracy required for January 1976—from an advertisement in the Peterborough Classified Standard.

Handwritten note: "No comment"



Mrs Anne Page of Islington.

ILEA in battle with boroughs

by Mark Jackson

Leaders of the Inner London Education Authority and boroughs are engaged in a bitter battle over the future of the authority.

Their belief has led to the authority's decision to boycott the education advisory committees which have been set up by two of the boroughs. And the policy of the political leaders not to cooperate is strongly backed by senior officers.

The ILEA hostility towards the borough committees was declared publicly last week after Sir Mulby Crofton, Kensington and Chelsea council's Tory leader, revealed that the ILEA had refused to give lists of school governors and managers. Sir Ashley Bramall, the ILEA leader, admitted that their officers had been given a written instruction that they should not cooperate in any way with the committees or provide them with information.

Because Sir Mulby's complaint was part of an openly political attack on the role and performance of the ILEA, last week's row, which included an exchange of letters in *The Times*, centred around the Kensington committee. But in fact, Sir Ashley and his colleagues are angry about the role of the authority set up by the Labour borough of Islington.

When the Islington Education Advisory Committee met yesterday for the first time since their inaugural session in July, they were told that the ILEA had refused to give lists of school governors and managers. Sir Ashley Bramall, the ILEA leader, admitted that their officers had been given a written instruction that they should not cooperate in any way with the committees or provide them with information.

The committee's chairman, Mrs Anne Page, who is the borough council's representative on ILEA, said it is regarded as one of the most active of the "progressive" minority within the dominant Labour group—maintains that the purpose of the committee is to improve co-ordination with the ILEA. It is also intended to be a forum in which

There was a good job that was, and as I said about cooks, like all good jobs, they go.

The decision of the Inner London Education Authority not to give information to the new education committees set up by two London borough councils is understandable, but it is the long-run impact of the decision that is worrying.

In London, the ILEA has a reputation for being remote and bureaucratic. I know that in many instances this is not a fair reflection of what ILEA are like, and during many years of contact with the authority I have been deeply impressed by the calibre of their officers and the quality of their work.

But in the boroughs concerned—Kensington and Chelsea and Islington—there is much criticism of the quality of schooling. It seems in the long run that the other boroughs will try to equate themselves with the ILEA, and in school management, the boroughs can already provide

councillors and co-opted members can develop considered views on the borough's particular educational problems and requirements.

Mr Page dismisses the claim of striking teachers at William Tyndale school that there is a battle between Labour politicians in the borough and the ILEA over control of the borough's schools as a "diversionary tactic". But it is probable that the ILEA's attitude towards the managers of that school had played a part in creating the climate which led to the committee's formation.

Early in the summer of 1974 the William Tyndale managers used a routine meeting of North London primary school managers to voice the increasing concern of parents over the way the school was being run.

The ILEA schools' sub-committee chairman, Mr Harvey Hinds, simply noted the matter, and the managers heard nothing more. Subsequently the two councillors among the managers complained to their council colleagues that the episode showed again that the ILEA was virtually impossible to communicate effectively with County Hall.

In July of that year, Mr Hugh Davies, the borough's chief executive, submitted to his policy committee a discussion paper which suggested that two committees should be formed to advise the policy committee and the council on health and education matters.

Mr Davies says that the proposal was "entirely the idea of himself and his fellow officers". The ILEA's own request for the council's views the previous year when they were preparing the green papers on secondary reorganization had helped influence councillors' attitudes towards their chief executive's idea. Members found it virtually impossible to deal with in full council and since they had to provide a more detailed picture of the borough's future educational requirements and the development plan, council members and officers saw the need for a specialist advisory body.

Because an essential part of the new committee's function would be to co-ordinate with ILEA, it was decided that the borough's ILEA representative should be its ex-officio chairman.

Mrs Page says: "I agreed largely

and of course their representatives sit on the ILEA.

To reject such overtures may seem wise now to the ILEA and their officials, but in the long run I am sure that it will seem foolish. Eventually the ILEA will have to climb down since the present rule is utterly unenforceable, and when sufficient boroughs have set up education committees, the ILEA will have to be an about-face.

Furthermore, the more powerful interest groups like the London boroughs, which are more likely to be able to take with them their able children and their own money, are moving away from the ILEA. At the end of the war the city's population was suffering from overcrowding, but now, mainly through the bombing, but also through the legacy of the inter-war years, it was also overcrowded.

Since then there has been an increase in social problems and a decline in the quality of housing, and the city's population has grown. It is therefore losing population and, therefore, value, and now it is losing more families with social difficulties. It is a difficult situation.

because I felt it would ensure that the proceedings would be realistic and that it would make it clear to my colleagues at County Hall that we were in no way a breakaway body."

But Mrs Page hopes that County Hall would welcome the committee were short lived. In a private meeting, Sir Ashley made it plain to her that he thoroughly disapproved, and that he saw the committee as an attempt to encroach on the authority's preserves.

The officers had a similar attitude. Mr Dewing received a letter from Dr Eric Brindley, the ILEA chief education officer, which made it plain that he also strongly disapproved of the new body.

Subsequent attempts by Mrs Page and Mr Dewing to set up unofficial links between the committee and the ILEA have been firmly rejected. And last month the official instruction went out to all ILEA officers banning any contact. That instruction was signed by Mr Martin Lightfoot, a senior assistant education officer but was drafted by Dr Brindley with the approval of senior ILEA members.

The extent of the ill-will among the ILEA's officers became apparent last month when the GLC staff association asked Islington's Nalco branch to back the committee.

According to Sir Mulby Crofton, Kensington's advisory committee seems to be intended as just that. It is just one sub-committee of the finance and general purposes committee with the same status as the borough's sub-committee, and will consist largely of co-opted managers and heads.

"We know we haven't got any powers and we just want some where where people can discuss what is worrying them," says Sir Mulby.

Sir Ashley made it plain that he sees it as a threat to the ILEA and it is perfectly true that we think the ILEA costs far too much, and we should be running our own schools. But what can a pathetic little committee like this do?

One curious aspect of the situation is that, under the Local Government Act of 1972, L.A.s outside London are encouraged to form area advisory education committees to represent the "second tier" councils within their areas.

PERSONAL COLUMN

John Vaizey

Running up a

down escalator

are facing the same difficulties as the London County Council faced in the inter-war period seems on the whole to be a mistake.

The London School Board, which was in many respects an ideal model of an education authority, operated through powerful divisions, controlled by a small group of people who had often thought that this would be one way of reconciling the extremes of diversity of London.

Lord Alexander has been writing wisely about the difficulties of local government finance. These have now become so grave that it looks

Warwick plan to sack staff and close schools

Devastating emergency measures which include sacking teachers and closing schools are contained in a contingency plan drawn up by Warwickshire county council to be introduced if the Government call for a further reduction in spending.

In an attempt to be ready for the worst, the council's chief officers have produced a 142-point priority list aimed at trimming annual spending by 16.3m.

Education takes the biggest battering, accounting for savings of 8 per cent totalling £3.7m. The plan includes ending sixth form courses in the south and east of the county with the dismissal of 25 full-time equivalent teachers.

Other proposed savings include curbing the number of school bus trips, the phasing out of independent day schools and closing down of grant-maintained schools. The plan also includes a 10 per cent cut in the number of teachers in 30 schools with fewer than 50 pupils on roll, all of which would be closed.

Doing away with midday supervision would save the council £370,000, closing four libraries £100,000, phasing out two residential special schools £114,000, withdrawing all discretionary awards other than in agriculture £144,000, and abandoning the 1975/76 nursery programme saving £110,000.

Mass lobby against the cuts

A mass demonstration in London against cuts in the education service is to be held next week by the Council for Educational Advance and the South-East Regional Council of the TUC.

The demonstration will start at lunchtime on Tuesday with a TUC rally and march to the House of Commons. The TUC and the CEA will then join up to lobby MPs and in the evening the council will hold a rally of their own at Central Hall, Westminster. But, despite the apparent cooperation between the two bodies, the CEA are worried about TUC militancy.

The CEA are dominated by the National Union of Teachers who refused to countenance a strike against the Government. These local bodies have been asked to support the strike.

At a press conference on Monday, Mr Cyril Pyle, chairman of the council, said the education service was facing "the biggest ever".

5,000 in dole queues

More than 5,000 unemployed teachers and lecturers were looking for jobs last month, 1,000 more than a year ago, according to the Department of Employment this week.

The lower figure of 3,237 given by Mr Mulley in the House on Tuesday did not include lecturers. The figure of 4,085 in September 1974, however, included lecturers and other staff in England, Scotland and Wales.

The TUC spokesman said figures did not disclose the extent of teacher unemployment, but did reflect the fact that many who did not go on to the register had taken jobs outside the profession.

When I interviewed the men for my department, I found that many of them were different from the teachers I had known. They were not the kind of men who would be seen in the streets, but they were the kind of men who would be seen in the streets.

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We are only just beginning to see the outlines of the crisis, but I have no doubt that a most serious situation is developing. At the moment I can see no clear solution for this, except the drastic likelihood that education expenditure will be cut, further than anything that has been seen before the war, although of course we start from a much higher base.

It is amazing how a change in hairstyle can affect the general appearance of a group. This year's freshmen seem remarkably neat and tidy compared with the groups we have had for the past few years. On closer inspection, this is largely because both men and women seem

the Commons on Tuesday, Mr Mulley announced further consultations and days on new school transport proposals. Meanwhile, schoolchildren all over the country face hardships as public bus companies withdraw reduced fare concessions. GAVIN SCOTT reports

Children priced off buses

Several claimants told the TES that they do not see why the community as a whole should pay higher fares so that one group should get off cheap. "In times of hardship", said one, "concessions must go overboard first."

Though the Commissioners have a duty to consider the social implications of their transport decisions, the main emphasis is on the financial necessity for ending or cutting back concessions. Appeals to the Environment Secretary have upheld their interpretation.

When they do apply, bus companies can generally put forward a good case. The Hants and Dorset Bus Company, for example, will lose £1.5m this year. £100,000 of this can be attributed directly to the cost of special services for schools, which require an additional 20 per cent men and vehicles at peak hours.

The company abolished the half-price concession during the morning peak three years ago, and last month were permitted to end it between 3.30 and 5.30 pm as well. Even so, say the managers, the children's money will cover less than half the cost of the service. The local education authority have refused to give a special subsidy. "They say they cannot afford it."

Schools see the other side of the picture. Mr Derek Hancock, head of Talbot County Combined School at Wallisdown, Dorset, told the Traffic Commissioners that the local education authority had agreed to increased subsidies.

But, although the threat of a teachers' strike averted, CEA leaders are anxious this week that the Government should not be misled by the fact that the local education authority have agreed to increased subsidies.

Part of the pressure comes from the fact that the public owned the traffic Commissioners say. The reason for this is that the local education authority have agreed to increased subsidies.

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Now looms over Church college closures

Now over Church of England training colleges, which has been forced to recognize that there are serious obstacles in the way of preserving these colleges. They are nearly all in areas where there is already an ample supply of higher education places.

Opposition to the plan is expected to be based on the inner city arguments, and will also attack the lack of awareness that what is really at stake is the future of the Church's presence in higher education for the next 30 years.

It will be argued that the two new colleges added in the 1960s at Lancaster and Canterbury would never have been built if the planners correctly read the signs of the times.

The minimum aim of the opposition to the working party's report is to keep one Church college in London and one in Birmingham. That would ensure that all the problems of urban education, truancy, violence, illiteracy and race relations were still brought home to students.

An alternative plan to close eight colleges will be put before the General Synod of the Church of England for the next 30 years.

The future of Church College in Oxford will also be debated. Members of the synod board of education want to know why Culham has been listed as due for closure by the Department of Education and then apparently reappeared in the working party report.

DES call off talks on Open College

by Philip Venning

The Government have dropped their plans for a special conference this autumn to discuss the Open College—a proposal for a national system of non-degree courses loosely based on the Open University.

Instead, the proposal will simply be one of several discussed at a grander conference on the education of the 16 to 19-year-old, being planned by the Department of Education and Science early next year.

The DES are now wondering whether to use this conference to issue their reply to the Training Services Agency's suggestions for the vocational preparation of young people that were published in June.

The Open College conference was announced by Lord Crowther-Hunt, Minister in charge of higher education, earlier this year. He had in mind some sort of system combining broadcasting, correspondence education and direct tuition, for 16 to 19-year-olds and adults for whom it would be more appropriate than Open University degree courses.

The decision to cancel the conference suggests that he is now thinking of the college primarily in terms of the 16 to 19-year-old. But when the TUC told him last week that they doubted whether the college was suitable for young workers, they came away believing he agreed with them.

Among the different models for the college (see page 19) Lord Crowther-Hunt is believed to favour a central team producing a core of teaching materials for use by existing further and adult education colleges.

Whatever happens at national level, the idea has already built up momentum in the rest of the education system. The Open University, long worried about the need to offer a genuine second chance, have appointed a committee in continuation education under Sir Peter Venables. They expect to report by December.

The Technician and Business Education Councils, which are in the process of reorganizing technician and business education on an enormous scale, have also shown an interest in the idea.

This week the National Extension College announced that they had launched a pilot project aimed at finding out what sort of students an Open College would attract, what they wanted to study and which method of study was best.

They have arranged with Kensington Institute of Adult Education, London, to offer four NEC courses, normally studied by correspondence. But in this case there will be no correspondence tutor. The students will come to seminars in the college once a month for if they miss one of these, they may be able to see their tutor another time. In addition there will be six seminars on Saturdays during the year which will be open to correspondence students as well as those on the pilot project.

"We see this pilot project as the first in a series that will use different combinations of teaching media to define potential students' educational needs and successful patterns of teaching," an NEC statement says. Future projects will include experiments involving radio and television teaching linked with face-to-face and correspondence teaching.

A survey by the NEC of existing correspondence students, to be published next month, shows that there is a large demand for correspondence courses from 16 to 19-year-olds, both from those at school and those who have left. It also shows that this age group copes well with this method of study, but would prefer some direct teaching as well.

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Next week

Information book awards

The results of the competitions for this year's TES Information Book Awards will be announced, with full reports by the judges.

R. F. Mackenzie attacks the moderate approach to educational change; Christopher Griffin Belle sums up a year's observation of the Goldsmiths postgraduate primary course; Fred Naylor compares and contrasts exam results from a technical school and a comprehensive.

Max Morris writes about discipline in secondary schools; Henry Pylekroos discusses formalism, permissiveness and progressiveness in primary education; commonwealth books; Extra: music and drama.

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- Organization and practice (3-13)
- Contemporary thought and practice in the secondary school
- Education of children with learning difficulties (either in ordinary schools or in special schools).
- Comparative education
- Educational measurement and statistical methods in research

Further particulars and application forms may be obtained from the Secretary (Ref. 75), Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2LX, to whom applications should be sent as soon as possible.

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Parliament

3,237 without jobs

Questioned about unemployment among teachers and projected levels of teacher employment in the next year, Mr. Mulley, Secretary of State for Education and Science, said that in September, 1975, 3,237 unemployed teachers in a profession of about half a million were recorded at employment offices in England and Wales. The Department of Employment records did not distinguish between newly qualified and other teachers.

The number of teachers likely to be employed next year would depend partly on the rate support grant for 1976-77 which was still to be negotiated with the local authorities.

Mr. Clement Freud (Isle of Ely), Liberal spokesman on education, asked if the Minister realized the serious damage to morale in the teaching profession that any unemployment caused. Teacher resources were being wasted, in view of the announcement that Strathclyde needed hundreds of teachers, what steps were taken to see that unemployed teachers in England applied for these vacancies.

Mr. Mulley thought it was the case that whereas Scottish trained

teachers were able to obtain jobs in England and Wales, the reverse was not the case. Mr. Freud should have a word with Scottish Nationalist friends who might be able to assist with a change.

Mr. Mulley said he hated the waste of resources in any sector. But equally it did not help the morale of the teaching profession that grossly exaggerated claims—made by Mr. Freud—should be made in some quarters. An increase of a quarter of 1 per cent in teachers unemployed between September last year and this was nothing like the massive unemployment sometimes spoken about.

Miss Janet Fookes (Plymouth, Devon, C), Labour, asked from front bench, said it was a curious sense of priorities that enabled £25m to be spent on comprehensive reorganization rather than on paying salaries to teachers.

Mr. Mulley said that under the rate support grant for the current year there was sufficient money to employ all the teachers available. A lot of authorities had declared for their own reasons that they were not going to employ their full quota of teachers.

No free milk for all

Mr. Mulley told the Commons that he was consulting the local authority associations about the possibility of modifying the existing arrangements for free school milk.

Replying to Mr. William van Straubenzee (Wokingham C), he said that in the present economic situation it was not possible to reimpose the obligation to supply free school milk to all children of junior school age.

Mr. van Straubenzee said that Mr. Anthony Crosland, Secretary of State for the Environment had been advising local authorities on ways of sharply reducing expenditure. Was not the inference of Mr. Mulley's answer that he was considering increased expenditure by local authorities? Was there not an implicit conflict?

There was no implicit conflict, said Mr. Mulley. He was concerned to take from the statute book the proposition of 1971 that milk should be treated differently from every other school beverage and food and that it was the only food that could not be supplied by L.A.s below the merely the actual cost but the cost plus overheads.

As to the amount of additional funds that could be employed for

milk, that was why he was having the consultations.

From the Labour backbenches, Mr. Kilroy-Silk (Ormskirk) said Mr. Mulley's answer would cause disappointment to many MPs, the more so because the Government was never themselves unable to reverse one of the most nasty and despicable acts of the present Government of the Opposition (Mrs Thatcher).

While they appreciated the difficult economic circumstances, there was nevertheless a strong feeling that the Government ought to re-introduce free school milk, particularly at a time of high unemployment and when school meals were being drastically reduced in value content. Would the minister reconsider this issue sympathetically? Mr. Mulley said he had used the first point by saying they needed to change the 1971 Act. In present circumstances he did not think it was possible to generally impose free school milk.

However, because he was anxious to improve the present situation he was having discussions with local authorities who would in part have to finance such an extension. He hoped they could work out something in the long run to return to the pre-1971 situation.

Questions

Pressure group for secondary reform gets off to an awkward start. PHILIP VENNING reports

State must stop the saboteurs

The Secretary of State for Education will have to pay more and more attention to what goes on in schools, said Professor Maurice Peston of Queen Mary College, London, on Saturday.

Professor Peston, who was an adviser to Mr Reg Prentice when he was Education Secretary, was addressing the founding conference of a new pressure group called the Programme for Reform in Secondary Education (PRISE).

He said that the extent to which the state involved itself with the internal running of schools would be one of the main issues of the next 10 years.

The abolition of private education would be a minor issue compared with the abolition of selection, he said. People who assumed that grammar and direct grant schools had an unblemished record of success were trying to sabotage the reorganization of comprehensives.

qualifications or go on to higher education," he said.

Even one or two poor records would be a cause for concern. But recent figures have shown that "a significant percentage of the cream has gone sour." If the direct grant schools were not abolished, they should have been first priority for a Royal Commission of Inquiry.

Professor Peston said that it was not sufficiently recognized that selective schools did not solve the difficulty of educating the less able child, they simply defined it away. The founders of PRISE were not complacent about comprehensives and were much more aware of their defects than their critics. But this was a spur to improvement and not destruction, he said.

Much of the criticism was of a Catch-22 variety: when comprehensives had good academic results, questions were raised about the personal development of the child, but if the children were happy, the questions focussed on the school's academic performance.

They were then accused of either spending too much time on remedial work and neglecting the able child, or of concentrating on the able child and neglecting the selective system internally.

The list of complaints is endless but despite it there is a major success story to report from these schools which have set themselves a harder task than anything their predecessors contemplated.

Professor Maurice Kogan, professor of government at Brunel University, suggested that school headships should be rotated. "In no other profession are leading practitioners expected to carry the burden of administration for so long as are heads, though some can do it for the 20 or 30 years and remain philosophically alive and sensitive."

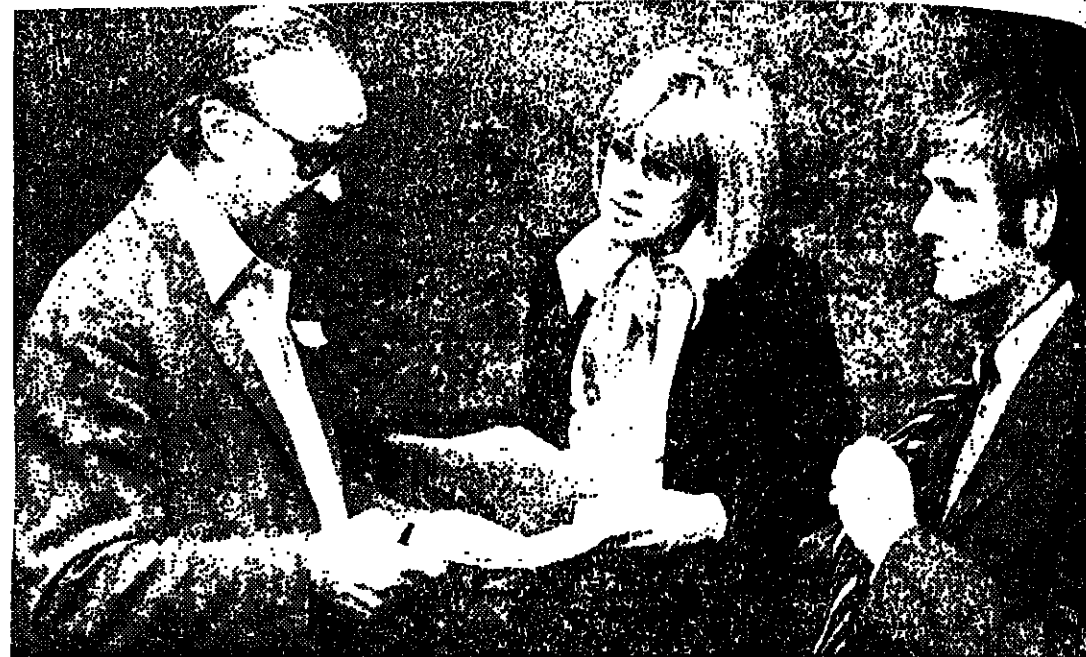
Because teachers had the privileges of being allowed to teach and preach, it was important that they should be accountable. There was now a case for questioning their life-long tenure. "Teachers in all institutions, including those offering higher education, could well go on to five year contracts to be renewed by decision of the employing authority and by the appointments board of the school."

The appointments board would have full teacher representation, and it would be up to the board to show why tenure should not be retained.

Mr John Kemp, head of Hackney Downs School, London, said the campaign he believed in schools offered them inferior courses, such as some integrated studies courses which were simply a "mish-mash".

Schools that tried to consider what was relevant to working class children were in danger of leaving children culturally deprived.

Schools should try to balance the knowledge and maintenance of high standards with ensuring that those children who could not react to them were not rejected. This would put a strain on both teachers and pupils, he said.



Above: PRISE founder members, Harry Rée, Margaret Muden and Maurice Kogan. Below: their audience.



Mixed views on future role

The Programme for Reform in Secondary Education (PRISE) slid rather awkwardly down the launching ramp on Saturday with chains pulling in a variety of directions. At the close of the founding conference held at Islington Green school, London, many of the invited and self-invited audience left committed to the idea but vague about its future role.

The proposed charter (see below) which the management committee had expected to be the great new rallying point, provoked little debate. But enough doubts were raised in the discussion groups to show that it needed further thought. Most people seemed to agree that if PRISE were to succeed it would have to extend its membership beyond London. But there was less agreement about what its precise purpose should be.

One view, put by Professor Maurice Kogan, was that PRISE should stick to its original aim of

being a small group of high-powered educationists producing seminal documents designed to improve existing comprehensives. But there was also a feeling that PRISE should add its weight to the other pressure groups campaigning for the abolition of selection.

Mr Tyrrell Burgess, of North London Polytechnic, said that the London school was the one that had remained under attack because they had not found an alternative intellectual base for their curriculum. Comprehensive schools suffered in the same way.

The management committee supported this view and put forward three resolutions: one called for the compulsory abolition of selection by 1978, another for a common system of assessment at 16, and a third supporting the end of the direct grant schools. After some noisy procedural wrangling, they were passed rapidly with little opposition.

But it left a good part of the audience dissatisfied. There was no

need for more people to ministers and campaign in the old way, said one speaker. It was a waste of resources.

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Science diary

by John Maddox

Although the chance of producing a combination of particles in a particle accelerator is small, the energy of the particles is so high that the energy of the system is more than 3,500 million times the energy of the particles themselves. This is the energy of the particles in the centre of the atom, where the energy of the particles is so high that the energy of the system is more than 3,500 million times the energy of the particles themselves.

Mr Eric Robinson, principal of Bradford College of Art and Technology, was more worried about concentrating solely on education PRISE would not be able to do anything for the other parts of the education system.

This conference ended with a promise from the management committee that they would continue to work with those who were interested.

PRISE believes that in the 1970s a fully comprehensive system of secondary education is not merely desirable but is also inevitable.

Which ever political party is in power, we believe that current social change demands such a system and that any attempt to look backwards to imagined or former systems is a waste of energy.

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Serve all children in the neighbourhood. Are coeducational communities. Are democratically run. Actively promote the initiative of pupils and teachers.

Expectations for their intellectual, emotional, social, moral and creative development are high.

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Sex education protest goes to human rights court

from Mike Duckenfield

COPENHAGEN

A case which could have wide repercussions on the future of sex education in schools, including whether it should be a compulsory and integrated part of the syllabus, is to be heard by the European Court of Human Rights.

It has been brought by three Danish couples who claim that Denmark's five-year-old sex education law infringes their right to have their children taught in accord with their religious views, as provided for in the European Convention of Human Rights.

The parents, who include two women school teachers and two clergymen, complain that the Danish laws make it impossible for them to send their children to state schools without them having to receive instruction on venereal diseases and the use of contraceptives.

The decision to refer the case to the court follows preliminary findings by the European Commission of Human Rights which recommended by a majority of one not to support the six parents.

The controversy arises over whether the Danish laws, which made sex education compulsory for children between the ages of nine and 13 by integrating tuition with that in other subjects such as biology and civics, conflict with Article Two of the convention.

This says that no person shall be denied the right to education, and that "the state shall respect the right of parents to ensure (such) education and teaching in conformity with their own religious and philosophical convictions".

The parents feel that the sex education given in Danish schools is amoral and conflicts with the Christian outlook. They want their children exempt from instruction, but the Danish government says that this is impossible due to the integrated nature of the syllabus.

The 1970 Act, which was supported by all political parties then in the Danish parliament, came into effect at the beginning of the autumn term in 1971. Supplemented by two later ministerial orders, the Act said that sex education should start in the first school year with the instruction of seven-year-olds and must begin not later than in the third year.

West Germany

Swingeing cuts hit class timetables

by David Dungworth

About 60,000 grammar school pupils in Lower Saxony recently held a one-day strike with the approval of their parents and teachers. The action, organized by the regional Association of Parents Committees, was in protest against the number of lessons which have been cancelled for lack of teachers. It follows similar demonstrations in Hamburg and West Berlin shortly before the summer holidays (TES, July 18).

Parents claim that in this school year nearly 300 grammar schools have so far had no instruction in sport and mathematics, 400 have had none in German, almost 700 none in physics, over 1,000 none in history and over 3,000 none in religion.

Even the Lower Saxony Ministry of Education admits that 24 per cent of the lessons scheduled for grammar schools have been cancelled. The shortages, and thus in some of the more remote country towns the proportion is over 30 per cent.

Although the situation is at its worst in Lower Saxony, it is almost quite serious in several other Länder. Last year 12 per cent of the lessons scheduled in Bavarian grammar schools did not take place and in 20 per cent in Hesse a primary and secondary schools and 25 per cent in vocational schools.

North Rhine-Westphalia and Schleswig-Holstein have adopted the alternative solution of drastically reducing the number of lessons time-tabled for subjects like mathematics, English, German and physics, particularly in the lower forms of secondary schools.

In the first years, discussion should concentrate on the family unit, and in the middle years (up to including 14-year-olds) it should focus on puberty, hormones, heredity, conception, the sex organs, sexual urge, pregnancy, pornography and variations on conventional sexual behaviour.

Instruction at these levels should be given during classes such as Danish, biology, religious knowledge and civics. There would be no set times for tuition within a broad framework laid down by headmasters, and teaching could be largely spontaneous.

Not until pupils reached the age of 13 was it possible for sex education to be taught as an independent subject when the emphasis in discussion would be on the ethical and social side of sex life, including premarital and marital problems, affection, fidelity and divorce. The Act, however, made these classes optional.

Defending the legislation, the Danish government told the commission that in implementing the reform they have struck to a factual approach to sexual questions and that it is left up to parents to implant their own moral viewpoints in their children.

Also, under the Danish constitution, parents are under no obligation to send their children to state schools.

In the 100-page report, which has now been released prior to the court hearings, eight of the 15 members of the preliminary commission say that, in their opinion, the main purpose of the convention article was to protect children from being indoctrinated, and that this was not the intention of the 1970 Act.

They add that sex instruction for children is increasingly necessary due to the alarming rise in unwanted pregnancies and venereal disease.

In a dissenting minority report, however, the seven commissioners who supported the parents' view say that they consider that Danish sex tuition makes certain assumptions on moral questions and that there is a conflict between the government's duty to educate and a question which does involve strong religious principles.

Italy

Dolci's vendetta of discovery

from Patricia Clough

A new school, devoted to changing the society which has opened its doors in western Sicily.

The school is the latest venture of local communities; they are opposed to entrusting so much power to the various voluntary sports federations, and they want responsibility for physical education and sport to be transferred back to the Ministry of Education where it was until recently.

In primary schools six hours' physical education out of a 27-hour week, already supposed to be provided, but this is rarely given. In secondary schools, where it is trained for this while at residential colleges. They are advised by 1,000 advisers who visit schools and organize refresher courses.

In addition teachers are organized themselves and mark work. In 1974 about a third of the primary schools were organized for 750,000 children out of a total of 1.4 million.

The school year is divided into two halves. The first half is devoted to physical education and sport, the second to academic studies.

There are at present 21,000 physical education teachers at four different levels compared with 12,000 in 1966. In future, there will be 30,000 teachers and training for both will be improved.

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France

Government gives major boost to sport

from William Farr

PARIS

Government has adopted a law designed to develop physical education and sport as an integral part of the curriculum, and to encourage and support at all ages to more people in sport.

The legislation, covering schools, universities and all voluntary organizations, sets out a National Institute for Sport, Physical Education, to assist in the training of top-level athletes and national teams.

The left-wing parties in Parliament voted against the legislation, saying it was a catalogue of good intentions which would not lead to any real change. The Government, however, said it was a sign of increasing the budget for sport, which will rise from 0.75 per cent of the total to 1.25 per cent.

They wanted the state to spend more and to oblige employers to encourage local communities; they were opposed to entrusting so much power to the various voluntary sports federations, and they want responsibility for physical education and sport to be transferred back to the Ministry of Education where it was until recently.

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Holland

Primary work 'getting harder'

from Lynn George

AMSTERDAM

Some 93 per cent of primary teachers find their job satisfying, according to a report by the Ministry of Education and the Institute for Applied Sociology. Nineteen entitled *The Duties of Teachers in Primary and Special Education*.

The purpose of the investigation was to determine if and how the pay structure of primary and special education teachers needed to be compared to the relatively higher earnings of secondary teachers.

Most teachers, the report says, find that their jobs have become increasingly difficult in recent years. Reforms, changes in pupil attitudes and behaviour, and the increased demands on the teachers' role are given as the reasons.

In term time, says the report, infant teachers and heads work an average of 36 and 41 hours a week respectively for junior teachers and teachers in special education this shoots up to 43 and 45 hours a week, the same as the hours worked by secondary teachers. Heads in special education work an average 49 to 52 hours a week. Around 10 per cent have to work more than 54 hours a week.

Primary teachers spend around three quarters of their time on direct teaching activities, the rest being used for planning and administration work. Special education teachers, however, spend 35 per cent on direct teaching activities. And, whereas the duties of infant heads tend to be similar to those of their staff, junior school heads spend only half their time on direct-teaching activities.

Because of sickness, says the report, 16 per cent of junior teachers and 11 per cent of infant teachers above 60 were pensioned off prematurely in 1973. And the teaching profession claims the highest number of people over 55 years of age forced to retire early through ill-health. Within this category half the pensions are paid on the grounds of teachers suffering from nervous disorders.

This, like all first-cycle university courses, leads to the DEUG (Diplôme d'Etudes Universitaires Générales) with which students can go to a regional physical education centre for two more years, or if they wish, carry on to other university studies. Only after two years of actual school teaching experience can they sit for the competitive examination to obtain an established post.

The law thus gives status to physical education and sport as a university discipline on a level with all others, but it does little to promote the practice of these activities by students within the universities.

Between them the universities have only 400 physical education teachers. In 1974 only some 50,000 out of 800,000 university students were enrolled in university sports associations, and it is estimated that only about a quarter of them actually practised some sort of sport regularly.

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Spain

Minister pledges 'free for all'

from William Chislett

MADRID

Señor Cruz Martínez Estrella, Education Minister, has predicted in a television interview that the country will have free state education before 1980. But he stressed that this did not mean that private education would be phased out.

He said this would be achieved both by building more state schools and also continuing to subsidize those partly private schools, mostly religious, which provide free or inexpensive education. Those schools have received over £5.5m in the last three years and would receive a further £6.4m in the future, he said.

Referring to the new plan of professional formation, which supposedly provides skilled training for those unable to continue with a more academic education after

the age of 14, Señor Estrella said Spain ran the risk of becoming a society with too many highly qualified people on the one hand and too many labourers on the other.

In future, students who successfully pass the two grades of the professional training course will have the chance to go to university providing they pass the aptitude tests. Señor Estrella admitted, however, there were still many cities and small towns that had no facilities for such training.

He agreed also there was a shortage of teachers at all levels. He hoped to increase the number of teachers of general basic education (six to 14 years) from 100,000 to at least 111,000 and of teachers of general basic education (14 to 17 years) from 2,000 to 10,000. He also said the number of university lecturers would be increased.

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Common core: what about the workers?

Sir—I note with envy that in discussing the curriculum for fourth and fifth years in Mr Holt's school (The Common Curriculum, October 3) teachers "will use the work of philosophers of education in identifying knowledge domains, and will negotiate strategies in the light of available resources, political constraints and community factors".

It is no accident that the recent articles about the common curriculum have been written by a deputy head and two heads. Decisions are generally made and carried out by such people in schools. Classroom teachers, coping with between 200 and 300 pupils a week, with a corresponding marking load, and with a responsible attitude to preparation and production of classroom materials, will find it burdensome to contribute in that way to discussion and decision-making—even if they were always allowed to do so.

Members of Right to Learn support mixed-ability teaching for ages 11 to 13 in secondary schools, and the common curriculum for this age-

range. We believe it is important to explore ways of offering a balanced curriculum in the fourth year onwards. We are concerned that the present hierarchical set-up in schools ensures that decisions on such matters are usually taken by those most removed from classroom realities. In extreme cases, a head may take decisions regardless of the opinions of staff.

Unfortunate prejudices can arise as a result. A head may claim that the solution has been found to teaching languages in mixed-ability groups. The teachers concerned may know better, but short of proclaiming themselves as failures, can hardly admit they would prefer setting, if that is against the head's declared aim.

Similarly, many teachers are expected to teach groups aiming at one of other CSE or O level. This can sometimes be done, if the teacher is prepared to go to the trouble of searching out compatible syllabuses or constructing Mode 3 CSEs or O levels. Extra burdens, again on those who do most classroom teaching. And it can't help

but be done in some subjects at present.

For workable schemes to be formulated all teachers must be involved in planning. All must teach, not only to ensure that all are equally aware of classroom realities, but to share workloads, so every teacher has time to read, think and reflect, as well as to prepare and mark.

At present, any classroom teacher could be forgiven for opting out of a stressful life on a full-time basis—and getting paid for it.

More truly collaborative decision making might also lead to less of a current trend in thinking, expressed by Patrick Davis in his article: "As to what we teach, it does not matter much what it is, as long as we are stretching pupils".

Classroom teachers know that content matters. I assert, for one example, that it is vital that children in this country all study some non-anglophone history, and my conviction comes from many years of teaching in multi-racial schools and reflection on that experience. I am equally confident that such an innovation—and it is still seen as such—infinitely more important than introducing a course on how to

make scatter cushions, choose a husband or use cosmetics—all examples from courses on offer to fourth and fifth-year pupils in some comprehensive schools.

Right to Learn believes, with George Walker, that children are often sold short by poor expectations. But unless all teachers are able to join fully in decision making and planning, options will remain paper exercises, and the potential of many children will never be realized. And these are precisely the children who got a raw deal before comprehensives came along and for whom the comprehensives were supposed to provide better opportunities.

Does Mr Davis's emphasis on the unmitigated home background of children altogether explain the failure of schools to develop the potential of working-class children? PAT FITTON, 8 Norcombe House, Wedmore Street, London N19.

Community Cinderella may miss the ball

Sir—The field of community education, as your correspondent pointed out (October 3), indeed suffers from a fragmented image, and is seen by many as merely the latest bandwagon in the educational scene. If, as I believe, it does have something to offer, then certain manoeuvres on a nationwide level seem necessary.

The suggestion of a national institute is attractive, although there is the inevitable danger that, in true cliché fashion, the body could spend more time in securing and strengthening itself than in servicing the field it represents. Furthermore, the existence of such an organization might tend to stimulate the production of blueprints, which would then be foisted upon the field, rather than being a forum for community growth.

There is certainly a crying need for national conferences, to bring

together practitioners from many fields, so that certain shared meanings might be negotiated and misunderstandings ironed out. Professional jealousies are unfortunately rife in the social services, and many workers see the generic approach as a threat to their independence.

Community education must earn the respect of these people; it will not be gained automatically by creating posts with bizarre titles, by building centres of chrome-and-glass, or least of all by a remote organization attempting to tell them how to do their jobs.

Community education, although still in its infancy, is already facing a financial crisis. Some of its "supporters", such as adult education, youth service and nursery provision, have always been the Cinderellas of the education world.

At such times, we need better access to evening classes where we can negotiate and understandings ironed out. Professional jealousies are unfortunately rife in the social services, and many workers see the generic approach as a threat to their independence.

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The teaser teased

Sir—The maths teaser (September 19) has more interesting features than you point out.

Prove it (a): Start with any number. Follow the instructions and then subtract 9. What do you notice? Try starting with a decimal as well.

Prove it (b): Choose any single integer and divide by 10 (ie, 0.1; 0.2 etc). This selection must be less than 9. Follow the steps as listed in the TES. What do you notice? Also, start with any number. Follow the steps listed, and then subtract 11. What do you notice? GEORGE R. BERRY, 24 White Moss Avenue, Chorlton-cum-Hardy, Manchester.

Right balance of languages

Sir—There has been a certain amount of correspondence this year in *The Incorporated Linguist* (quarterly journal of the Institute of Linguists) about the hegemony of French in our schools. The general tenor of this correspondence has been that the position of French is inevitable rather than desirable.

As a teacher of Russian (and perforce of French), I find this view rather too fatalistic. It has seemed odd to me on numerous occasions that colleagues whose professional raison d'être is French should support the complaint that there is too much French; less odd, perhaps, that the CNAIA in their paper "Suggestions for consideration by colleges planning degree courses in languages" (May 1984) should deplore "the virtual monopoly of French in the schools" and offer encouragement to those planning ab initio courses.

Definitely odder than either of these facts is the present situation—despite the existence of much support for such a move, no one ever suggests openly that we ought to

teach less French and more of other languages.

Let me not be misunderstood: I would be the last to deny French its rightful place in our curriculum, but I am firmly opposed to the equation French equals modern languages, which is all too often the formula applied in our schools. Nor am I so naive as to expect the situation to change overnight; it would take years, even with universal agreement to change.

I cannot, however, be convinced that the CNAIA proposal for ab initio courses in Arabic, Russian, etc, at higher levels is the best way of redressing the present imbalance. The change of policy in language teaching must come from the schools.

Now that the axe is being laid to the root of primary French, in some quarters at least, it seems to me that the time may be ripe for a move to end the hegemony of French in the schools and to achieve in the foreseeable future a more realistic balance of languages taught.

B. S. ADAMS, 22 Broadlands Road, London N6.

On stony Celtic ground

Sir—Delighted though I am to see you devote some space to Celtic studies, I can only lament the claim that Colin MacInnes would "examine the Celtic influence on our history, culture and language".

His slight and rhetorical treatment of the current social problems, to say nothing of his failure to invoke any accepted archaeological evidence, cannot aspire to anything of the sort. A simple definition of terms would help.

For instance, what does he understand by a "Celtic" or "Celtic" with racial implications? Is it on stony, not to say dangerous, ground, the physical mixture today is complex

and greatly diluted throughout Britain and Ireland.

If, on the other hand, he means nothing more than a native speaker of a Celtic language, then where is the contribution to Celtic studies? (He gives no examples.) And what of the influence on our language? A cursory glance at any etymological dictionary would show that there is next to none, and that, surely, is one of the problems.

And what, might one ask, is a Dane? What and whatever became of the Danes?

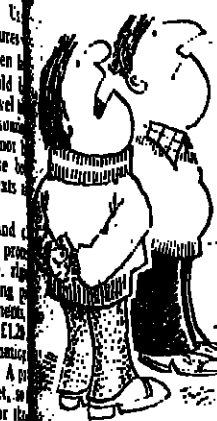
B. R. A. JENNER, Gelders Leergangen, Nijmegen, Netherlands.

Totting up the score

Sir—Inflation has hit all a chord, and especially the music in addition to the room requirements. The county's per capita figures and sixth form children

A level students could often subject to poor expectations. But unless all teachers are able to join fully in decision making and planning, options will remain paper exercises, and the potential of many children will never be realized. And these are precisely the children who got a raw deal before comprehensives came along and for whom the comprehensives were supposed to provide better opportunities.

Does Mr Davis's emphasis on the unmitigated home background of children altogether explain the failure of schools to develop the potential of working-class children? PAT FITTON, 8 Norcombe House, Wedmore Street, London N19.



Young blacks last in the queue

—Ronald Fletcher's review of the race relations publications (September 26) and the account of a happy sojourn in a multi-racial school raises some important questions and issues.

Is Mr Fletcher aware of the growing concern being expressed by black organizations, careers officers, social workers, the police, the Community Relations Commission, etc, regarding the growing number of young black people who are unemployed?

Is the social scientific a person who discounts the evidence he finds and prefers to rely upon inferences drawn from subjective observation? KEN THOMAS, School of Education, Nottingham University.

Listing centres for outdoor studies

I am hoping to issue a supplement to the 1973 directory by the end of this year, and would like to take this opportunity of asking all outdoors managers of centres for inclusion in the 1973 directory. I would be pleased to hear from any T&S reader who can suggest the name of a centre which should be included so that I can contact the centre direct.

Examination boards are more practical in their approach. Publishers should be quick and accurate in their response. I would be pleased to hear from any T&S reader who can suggest the name of a centre which should be included so that I can contact the centre direct.

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Only one way to cure the smoking habit

Sir, Cigarette smoking is the most important preventable cause of premature death. The increase in life expectancy of doctors who have dropped the habit refutes the notion that the higher death rate of smokers is coincidental.

In spite of this, smoking behaviour among the general public, who are confronted by the medical evidence of its dangers, has not changed much, and it is doubtful whether the further curbs now proposed will have more than a marginal effect.

The only way to cure the nation of its deadly habit is to persuade a greater proportion of youngsters not to start heavy smoking. Much more could be done in this direction. Youth workers and teachers who are concerned about the problem form a small minority, but they could be effective if they were better organised and informed. We need more liaison between teachers, health workers, and other persons interested in this work, including secondary pupils, in order to exchange ideas and information.

Through fuller co-operation it would be possible, without entering the wider field covered by existing organizations, to improve available resources to secondary schools and youth organizations, and to encourage the formation of groups within schools in which pupils and teachers can join to discuss the misunderstandings that cluster round the subject.

I would be glad to hear from any of your readers who share my interest in this matter. S. W. Green, 6 Chalk Grove, Cambridge.

Brought to book

Sir—As a publisher, I hesitate to become embroiled in an argument about the standards of service offered by bookshops, but one of Mr Peter Kennerley's statements in his letter (September 26) needs refuting.

Mr Kennerley says that "the average bookshop is a frighteningly dismal, offputting institution". That may or may not be true and in any case what might appear "offputting" to a reluctant reader could well be only unregistered by a committed one.

The fact is that there are good, bad and just plain average bookshops as would apply in any other sector of the retail trade. But even if your correspondent were correct in his assertion, he is quite wrong in assuming that this is why "at least 2,000 teachers are actively involved in running bookshops in their own schools". And he is being grossly unfair to booksellers generally in claiming this.

It was a well appreciated marketing factor in children's book mail order enterprise with which I was associated for many years, that, were every bookshop in the country to offer an Aladdin's cave of literary magic and adventure promoted by thoroughly knowledgeable and enthusiastic staff, the effect on the greater mass of children would be negligible.

For largely socio-environmental reasons, up to eight million children in the United Kingdom simply do not read books, and this is a deep rooted prejudice to contend with, and the level of service offered by a single bookshop has no bearing on this phenomenon in a local community.

In the long term, the pattern may change, in the short the problem of reluctant readers can only be tackled by a combined front consisting of mail order schemes, teacher sponsored school bookshops and the inspired local efforts of the more enterprising and idealistic booksellers, and probably in that order of efficacy.

(Why mail order schemes should be thought of as "second best" by Mr Kennerley, I do not know. The magic of a mail order catalogue or promotion leaflet is just as potent as that produced by the sight of a table piled with paperbacks and certainly less confusing in its presentation.)

To what extent such coordinated effort is "enlightened"—Mr Kennerley uses this adjective in reference to the activities of a certain bookseller—is another matter altogether. We can only measure by results (which are not always what they seem) and an examination of the selections made by adults for children.

Alas, all too often these reveal a zealous concern for subconsciously adult-orientated children's fantasy; an ignorance of natural reading development; and a conveniently self-righteous forgetfulness of their own childhood pleasures. Blyton-saturated as often as not.

The challenge then for all engaged in this monumentally worthwhile crusade is to understand, or stand under the child, a psychological transformation of the mind to find easier than others. But we owe it to the children to try.

RICHARD HENWOOD, 3 Kemplay Road, Hampstead, London, NW3.

Multiple question on exams

Sir—If examinations have to be, then, as you have suggested, most teachers want to see a single examination, not a series of questions, and of exercises based on a bank of multiple choice tests; and there are plenty of these about now. A sharp attack on oral English (giving calls and answering questions) for a few years, and the examination system will be a different one.

Having been at the receiving end (together with young people) of a joint CSE/GCE English examination I doubt whether the following questions are a fair representation of the examination.

What aspects of English should we be testing? Do they satisfy the needs of children? How will they affect teaching in schools?

What criteria and standards are to be used when assessing abilities and attainments?

The examination that I was concerned with consisted of an essay paper, a comprehension exercise, an oral test, and the submission of a piece of work completed during the examination year. Neither paper was structured, the principle of providing initial success, especially for the less able, was completely lost sight of. The oral test was a "comprehension" (A taken from the *Manchester Guardian* and B dealing with spelacology) were both "difficult" and one suspects that those responsible for setting them had not really thought very deeply about the "average child" and his interests and abilities so well described in Bulletin 1.

The questions set in the comprehension paper comprised 30 multiple choice questions, A and B, and two questions of a "formal type" plus a summary of a part of passage B. There was an obvious duplication of purpose. In addition, the essay paper and the folder of work overlapped in purpose because they both tested the ability to write coherently and to use a range of vocabulary. Examiners should certainly look searchingly at the questions they set and the purposes they are designed to serve.

Young people need training in reading intensively, and comprehension papers can assess the success of such training but our students also need training in the art of reading extensively. This facet of normal English lessons was ignored by this particular examination so that it is possible for boys and girls not to read a book for pleasure during their last two years at school, unless a separate examination in literature is attempted.

It is possible for them to be served a diet of essay writing based on a bank of questions, and of exercises based on a bank of multiple choice tests; and there are plenty of these about now. A sharp attack on oral English (giving calls and answering questions) for a few years, and the examination system will be a different one.

Another, possibly disturbing, feature of this examination was the apparent duality of standards. The CSE board employs a procedure of internal marking and initial grading; the grades are checked by an external body of teachers at a group moderation meeting; a subsequent final scrutiny is made by the board's officially appointed moderators. The GCE Board is furnished with copies of the candidates' answers and it undertakes an independent marking and grading.

In this year's examination, experienced teachers aided by an official CSE moderator awarded 11 of our candidates a Grade 1, but of these only 17 were given grades of either a B or C (equating to CSE Grade 1) by the GCE Board. So there were 16 candidates whose grades were in dispute. The published list showed that these 16, originally awarded CSE Grade 1 but graded D, E or U at GCE, had been awarded in grade 2 at CSE.

In cases such as these, teachers who bother about the effect of examination results upon their pupils' lives, must ask: "What happens when the two bodies disagree in a feasibility study? Have those responsible considered the possibility of an injustice being done to candidates in schools engaged in a joint examination—candidates who but get neither CSE nor a GCE pass in the final published list?"

Yes, we want a single examination but let it reflect what is being taught in schools, which take heed of what the boys and girls who are about to form part of our adult society need. Let us hope, too, that between now and 1981 those responsible for feasibility studies will so set their sights that children who take part in the examinations will not suffer because of them.

P. L. UGLOW, 59 Yelland Road, Yelland, Barnstaple.

SPECIAL ANNOUNCEMENTS

PUBLIC LECTURES at the UNIVERSITY OF LONDON INSTITUTE OF EDUCATION

A series of six public lectures is to be given during the Autumn Term on aspects of the thought of the American philosopher and educationalist JOHN DEWEY with the support of the John Dewey Foundation, U.S.A.

The lectures will be given at 5.30 p.m. each Wednesday in the Beveridge Hall, Senate House.

- October 22 **Anthony Quinton** New College, Oxford "Enquiry, Thought and Action"
- October 29 **Professor Jerome Bruner** Department of Psychology, University of Oxford "Language and Experience"
- November 5 **Professor Alan White** Department of Philosophy, University of Hull "Dewey's Theory of Interest"
- November 12 **Martin Hollis** Department of Philosophy, University of Exeter "The Shaping of the Self"
- November 19 **Professor A. G. N. Fflew** Department of Philosophy, University of Reading "Democracy and Education"
- November 26 **Professor R. S. Peters** Institute of Education, University of London "John Dewey's Philosophy of Education"

Admission is free, without ticket

Sport

Swimmers on form

by Stanley Levenson

Eaglesfield School, London, achieved one of the best results of the English Schools' Swimming Association relay championships at Eastcote, Middlesex, when their medley relay team cut their qualifying time by 13 sec to win the junior boys' event in 3 min 12.6 sec.

And Eaglesfield's freestylers came a close second behind Rutherford School, Newcastle, also in the under-14 age group.

Once again the dominant school was Millfield, with five victories in the 12 finals—medley and freestyle for senior boys and girls and the intermediate girls' freestyle. The senior boys' freestyle relay squad cut Millfield's own record by two-fifths of a second to 2 min. 27.6 sec.

Millfield's girls also gained a surprising second place in the under-16 medley, which was won by the Grange School, Bradford, who earlier had just been pipped by Millfield in the freestyle race.

The other finals were won by

Heath Secondary School, Runcorn—junior girls' freestyle and medley—and Bishop's Stortford College—both races in the intermediate boys' group.

Christopher Snodde (Harrow Lodge Comprehensive, Hornchurch, Essex) was the outstanding performer in the national diving championships which were held at the same time as the relays. He won the senior boys' title with a total of 225 points, compared with the standard of 120—but then Christopher is also the ASA champion.

Another ASA champion, Linda Cardawdine, was a late withdrawal. She had been favoured to win the senior girls' dive, which, in the event, went to Janet McGee (London). The other diving champions were Debbie Joy (Sanderdraper School, Hornchurch), last year's winner, and David Kay, both juniors, and Brenda Coker (Southampton) and Ian Ender, in the intermediate section.

Council bend a few rules

A Midland local authority have bent their rules to help two schoolchildren to realize their ambition of becoming national champions at swimming.

Bromsgrove Council, Worcestershire, are allowing Mario Sadler and Christopher Tainty, who are both 15 and attend the north and south high schools respectively in Bromsgrove, to use the municipal baths outside normal hours.

The two are members of the Worcestershire county swimming team and are aiming to win places in the national squad. The council's generosity means that they can now practice early in the morning, leaving school and maintain their training schedules.

Christopher is the reigning junior county backstroke champion and Mario is one of Worcestershire's leading butterfly swimmers.

Outstanding gymnast



Barry Winch: out on his own.

Twenty-five of England's top schoolboy gymnasts have been at the National Recreation Centre, Lilleshall, this week for four days of rigorous training. This special course, sponsored by British Industrial Plastics (Turner and Newall Limited), is administered by the English Schools Gymnastics Association.

Mr John Atkinson, the BAGA

national coach, said: "This annual occasion when the nation's young gymnasts go intensive training at the national coaches' centre is the only time they can all speak for themselves."

One product of the course, Mr Atkinson said, was a gymnast with a face-to-face tuition, which would provide, in all probability, for the 16-19s and for adults who want to return to education.

So far, so good—clear—that the as yet unborn Open College is out of OU by a long way.

The idea of an Open College has been with us for some time. Some people would argue that as a grand design it preceded the OU; that politicians and educationists sold the bigger scheme down the river to get the money and institutional support they needed for the smaller, less daring, and, in the short term, more prestigious undertaking at Milton Keynes.

If that was the case, there would be a nice irony in the usurping university acting as a structural model for the college. The almost mythical success of the OU may now give the college a secure launch-pad of public confidence. "Open-ness" is no longer a slogan.

The Minister took his cue from the Russell report, that diffident document of a committee which expected little and has so far produced less. Russell spoke of the need for "modern analogues of the Open University".

Crowther-Hunt declared an objection surprising for a minister in mid-1975: "But why wonder? Cannot we have an ambitious vision of an Open College or Open Colleges which would provide vocational and non-vocational education?"

He did emphasize that additional resources might not be forthcoming but that was no reason for a restraint on the development of what could or should be.

Models for an Open College are not thick on the ground, which is at first sight surprising, since the term itself, and its sister, analogue of the Open University, are by now almost every educationalist's and educational technologist's shorthand for handy catchwords.

But the problems of model-building for a college are not susceptible to solution by simple analogies with the OU. The problems of definition and design include the variety and levels of its courses; methods of study; and the nature, duration, and links with existing authorities and institutions.

The OU has a student population of under 10,000, nearly all of whom are engaged in degree courses. If an Open College were to have for all the demonstrable needs of the 16-plus population, its clientele could include the deaf, the blind, the physically handicapped, immigrants with language problems, non-graduate mothers of very young children, prisoners in jail—as many or as few as the need for them.

And all these, possibly, in addition to courses for people wanting O and level 2 diplomas and certificates, and whose choice of course is at present severely circumscribed by their geographical situation. If the university has its tens of thousands, the college could have its hundreds of thousands.

The first, crudest, crucial choice is whether to create a new, monolithic organization, or to create a new, monolithic organization, or to encourage the organic growth of what

already exists. Russell came down in favour of the latter, and the BBC appear to be taking a similarly modest line, although they have made no official pronouncement. In a paper to the British Association in September, 1974, John Cain, Head of Further Education, Television, suggested that the then current BBC output of the BBC might itself constitute an embryonic Open College.

By the place of the term "Open College" and its unavoidable associations with the university, he put forward a "Know-How Network", through which people who want to know or learn are put into contact with people who want to help them know or learn.

The "network" would be a federation of interested parties, including local and national broadcasting, and existing educational resource services. Modular and course units would be developed, in OU, and the systems would also have tutoring and counselling services provided by a "home-base" college in his or her locality.

Hubbard does not see all this as requiring a new central, monolithic organization: "I envisage the Open College... as an invisible college, not recognizable by its buildings or its courses or its enrolments, but only by its students."

Before Hubbard entered the field, Richmond Postgate had put forward a scheme, which can be classed as an Open College model even though he did not give it that name. His students would be over 16 and have O levels—an early departure from the OU principle of no entry qualifications—and would include full and part-timers in schools and colleges, part-timers in employment, and "loners".

The courses provided would range from A level, ONC and HNC, up to "certain professional levels, such as teachers". The support of LEAs would be necessary; and local institutions, such as schools and FE colleges, would act as study bases. The scheme would not need a new, national organization, but it should be pre-facilitated by regional pilot projects and by a reassessment of the value and importance of correspondence education to the education system.

Hubbard concentrates on one adult category, and Postgate's primary target is the 16-19s. Both are concerned chiefly with vocational and professional qualifications and both shy away from the creation of a new, central institution. On this last point, they might be charged with ducking what is really an inescapable issue—that of control.

It is a third category of adults which merits a new and distinctive treatment. It comprises those who seek professional or

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Cyclists tackle the hills

Many Jacks, plus a few Jills, will go up the hill on Sunday but not for water; nor indeed, it is hoped, will there be any broken crowns during the national hill climb championships of the English Schools' Cycling Association up Dean Hill, on the Hampshire-Wiltshire border.

Hill climbing is a time trial up a stiff gradient. Dean Hill varies from one in 12 to one in six.

After about 50 yards of gentler incline, the riders meet a nasty sharp bend beyond which the gradient increases.

The total distance uphill is about 600 yards which the best of the

older boys should cover in under two minutes.

All hill climbing is short distance stuff up steep slopes, and by some standards Dean Hill is almost flat. The best at it are usually track cyclists accustomed to the short duration explosive efforts which are needed in hill climbing.

Although it is a common activity in cycle clubs during the early part of the winter, this is only the second time that hill climbing has been on the ESCA calendar.

Several of the well-established cycling schools are sending teams to Dean Hill, including nearby Richard Taunton School, Southampton, and John Willmott Grammar School, Sutton Coldfield.

The company, the spokesman said, are sponsoring the tournament with a view to providing money for youngsters who show promise but are held back by lack of funds.

Among the clubs taking part is Brandon Hall, Braintree, near Coventry, where boys and girls benefit from the coaching of Jonah Barrington, one of the world's leading squash players.

Boost for young squash players

A squash tournament to boost coaching for youngsters gets under way in the Midlands this week and league players representing 16 clubs will be taking part. The victorious club could win up to £650 which must be used on the coaching, said a spokesman for the sponsors.

Hallday Transport Organization Limited, a Rugby-based national haulage company.

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Where to start with hockey

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Continuing our series
on the common
curriculum, Eric
Midwinter and Rhodes
Boyson offer some
contrasting ideas about
the contents of a
national curriculum

Down to brass tacks

Eric Midwinter

No one needs reminding that the whooping warriors of the Black Paper tribe have again been furiously circling the covered wagon of education in one of their mercifully occasional forays. Brandishing their falchions, they released a hail of arrows at the white-eyes' schoolhouse, most of them more threatening in delivery than accurate on arrival. The message on one arrow advocated once more a basic syllabus for all, with a series of trials of academic strength to ensure that the paposes are ready for initiation into the tribe. Some moons ago I asked one of the Great Chiefs of the tribe for an example of this cultural heritage everyone should have at their disposal: the date of the French Revolution was proposed.

I have no wish to snatch items crudely from context nor to caricature unduly, but, implicit in this illustration, is a belief that there exists a corpus of knowledge, the study and memorization of which is a token of being educated. This is not so bad in itself: what makes it so foolish and indeed wasteful is the actual substance which is considered as the basic syllabus. In essence it reduces education to the level of the quiz, and much as I approve of the quiz as a form of entertainment, I cannot identify it with education.

An adherence to the traditional syllabus is anti-academic, in that it ignores several widely rehearsed findings (arrived at through disciplined and intellectually rigorous processes) about child development. One is that it is impossible to think of the school in a vacuum. For good or ill learning continues strongly and firmly all the time, so much so that we may have to accept that it is children's "educative community" which teaches them, with the school perhaps as a weaker educational influence than the totality of the child's experience.

There is also the conceptual development of children and the manner in which they grasp and comprehend in all fields, spatial, temporal, creative, moral and so forth. The degree to which either of these important truths affects the issue is controversial and open to question; few would now deny the principles they enunciate.

This means that much of the traditional syllabus is unintelligible to children, rendering it, at best, a futile exercise. At worst, it is a damaging one. Often, in an attempt to adjust the old content to the new sights, teachers have allowed their work to become distorted and, unwittingly, dishonest. Much

of what traditionalists would present in natural terms is being lost, not by not being taught, but because it has been taught awkwardly and presented in a vacuum. For pre-determined packages of information and imposed themes is an unhelpful, incoherent, ill-headed and unrealistic teacher's notion so irrational a proposal, little or no account of the children.

Perhaps an even more subtle, willfully aspect of this scheme is the character of the curriculum. Simply, it has been imposed in an allegiance to the hard knocks of the rugged field of the classics enable you, as a high-civil servant, to think logically. This notion rests on a shallow and non-view of the place of education in society. Education has fitted and fitted the young for their social and vocational, directly and immediately. Sports, the banking, were down-to-earth military and Latin was once as usefully as being able to mend a fuse or a car. A physical education teacher recently that he insisted on children doing his for games because, if later they were on a building site and forgot

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Maps, chaps and your hundred best books

Rhodes Boyson

Until 15 years ago there was an "understood" national curriculum in Britain. Parents were then little concerned about choice of primary or secondary school, since almost all schools covered this same basic curriculum. Differences only occurred in teaching strengths and in their music, art and sports. It is the breakdown of the "understood" curriculum which has brought the rising demand for parental choice, the educational voucher and the open school.

Ratepayers and taxpayers who finance schools have a right to demand value for their money. And compulsory education is a farce and morally indefensible unless all schools cover the same basic syllabus as preparation for society.

The London Board schools of 100 years ago laid down both a compulsory and a voluntary curriculum. The compulsory curriculum had to be covered in all schools, the voluntary depended on the managers of individual schools or the special direction of the board.

A common national curriculum would work in the same way. A basic curriculum in certain subjects would be laid down and examined in all schools, the rest would be at the discretion of the individual schools. If school managers were in charge of the voluntary part, it would give them real power again.

The infant school—from 7 years—should cover the same basic curriculum as the primary school. All its activities, including reading, writing, and arithmetic, games and all other activities, apart from art, music and play, should be covered on the basic syllabus.

Professor T. H. Husley, who was chairman of the committee which drew up the London Board syllabus, consulted 13 practising teachers. He asked them to draw up a basic word list, letter ability and number skills which all children without brain damage should attain by the age of seven.

Again from 7-11 in the junior school the emphasis should be on developing English ability and number work. These are the foundations of all future study and, like Solomon's wisdom, if these are attained, all other things will be added to them.

Ten practising infant teachers could, in three hours, draw up a basic word list, letter ability and number skills which all children without brain damage should attain by the age of seven.

In history, evolution and the dinosaurs, the legends of Greece and Rome and great events in British history, approached largely through great lives, should be studied. In geography, the shape of the British Isles, the position of towns and industries and the occupations of people, would be covered.

Religious education should be centred on the great lives of the Old Testament prophets and kings, and the parables and teachings of Jesus. Some simple chemistry and nature study would make up the science.

All these should be examined at the age of 11 to ensure that the teachers and the schools were doing their job. These set subjects would probably cover 75 per cent of school time, leaving the remaining quarter to the special interests of the teachers, in art, music and games. Unless there are skilled and specialized teachers available there is no point in introducing a foreign language at this stage.

There should also be a basic curriculum in the secondary schools up to the minimum leaving age whether this is 14, 15 or 16. About 15 per cent of the week should be spent on English grammar, including parts of speech and the make-up of a sentence. Comprehension, précis and essays should be set regularly.

About 100 texts in literature should be laid down of which it would be expected that every pupil covered some 40 books and plays. There is no common culture without a basic literature and without this the country could fall apart.

The choice of books can range from R. L. Stevenson, Kipling, Dickens, Jane Austen, the Brontës up to 1984, *Lord of the Flies* and recent classics. Passing fashions of taste have no place in basic school teaching. Two or three of the easier Shakespearean plays should be included.

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Eric Midwinter is project director at the National Consumer Council.

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One corner of a foreign field

How do you offer children a thoroughly British education within an army camp in northern Germany?
Story and picture by Richard Greenhill

Detmold is a medium-sized town, with a reputation for music and theatre, friendliness and respectability, in the middle of the northern half of the Federal Republic of Germany. If you know where to look, you can drive down one of the middle-class residential side-roads, through a gateway past the guardroom into an enormous army camp.

A fleet of long, pale green, pitched-roof buildings looms up on every side, but if you turn right by the Centurion tank and keep going up the hill you will come to the Sir John Mogg Primary School. It is just like England, and that is just how it is meant to be. The architecture is English primary school circa 1960. The chairs playing rugby just behind the school are plainly our chairs. "Come on, Thompson!" Only the Hermann Denkmal monument (we call him Hermann the German) up on the hill seems to have been put there so we do not forget we are in Germany.

Henry Bird, the head, does not forget he is in Germany. He speaks German, is a member of a local Kegellklub (a very German institution: it translates as bowling club but is more of a social club), is founder of the Anglo-German children's club which meets once a fortnight, and has instituted spoken German teaching at the school since he took over as head nearly two years ago. But if he is anxious not to ignore the existence of the country in which he and his pupils are living, he is also aware of the desirability of an English environment for the children, not to mention the parents; and this the school undoubtedly supplies.

Once in the building I could detect no difference between this and any primary school in England. When I suggested to some of the teachers that the children were quieter than children in England (suppressed anxiety, nervous complexes and other nastinesses?) they just fell about laughing hysterically, repressed anxiety, discrimination complexes? When they had finished laughing I asked them, seriously, what, if any, were the differences between their pupils and their equivalent living permanently in England?

Two difficulties emerged. One is that, as their fathers are moved from one posting to another, the children are uprooted. To cope with this the British Forces Education Services (BFES) make sure that there is close cooperation between one army school and another—same books, some support material, everything as familiar as possible. Every effort is made to slot the incoming child into as similar a situation as possible to the one he or she left.

Most army children, it is claimed, do become very adaptable, quick to suss out new friends, quick to build up relationships. Only a small number become more and more reserved, introverted and lonely. One teacher summed it up: "The bright kids have no problems. The stupid ones have—

and will in any situation. In between... well, one has to admit that they do suffer from being moved about to some extent. Of course, if you compare exam results, the army children don't come off so well, but that is not a fair comparison, since many of the best kids are sent off to boarding school quite early. A lot go when they are seven or eight. I even know of some five-year-olds who will be going as soon as they are six."

Sending the children to boarding school is clearly one way of solving the difficulties of moving about. Though grants to cover fees make this an option available to all ranks, in practice it is officers who make the greatest use of it. The other main difficulty—also to some extent solved by boarding—is the anxiety caused when Dad goes off to Northern Ireland for four months. Even children too young to understand what is really going on "hear talk over the table," as Henry Bird put it, and pick up the strain their mothers are feeling.

When a regiment goes off, perhaps a quarter of the children at the school are affected. Teachers keep a special eye on them, looking for behaviour changes which might indicate difficulties. The school makes sure they write to their fathers but, according to Mr Bird, even more important is to make sure the fathers write back to the kids.

"We make a point of telling them before they go, and we also check whether the kids are getting replies. If not, a signal goes out to

their unit and what amounts to an order to write—not just home, but to the child personally—is given. When that letter comes, we can see the difference straight away."

A policy of close contact with parents is something that Mr Bird went out of his way to emphasize. "Whatever I do, I talk to the parents, and this avoids, for instance, problems vis à vis the slightly conservative atmosphere of the army. When we decided to show the BBC Merry-go-round sex education films we involved the parents. First the staff saw the film, then the parents; then the parents again. Only then did we show it to the children—with their parents."

Like all BFES teachers, those at the Sir John Mogg school are on three-year contracts, which either party can decline to renew. There is no guaranteed career structure, since no one can predict, for instance, how long the army will stay in a particular place, or the scope of its operations in 10 years' time. So most teachers only stay for one or two "tours" before moving on. No contract is renewed if the teacher will reach the age of 50 within its period.

Salary rates are a combination of Burnham and Civil Service scales, for Burnham plus London allowance plus foreign services allowance. There are 1,800 teachers with the Rhine Army at present, most of whom were recruited in the United Kingdom. Advertisements placed in the TES are felt to be most productive.

Children of Sir John Mogg Primary School fall into line before boarding the school bus.



Liberation or discrimination?

Sara Miles reports on the progress of the feminist movement in American schools

It is more than three years since the United States Federal Government outlawed discrimination in education on the basis of sex. There have been well-publicised instances of feminists seeking to examine sex role bias in schools; committees have been formed to investigate textbooks and teaching materials; and several school districts have been forced to change their hiring practices. Still, education, a traditionally "feminine" province, is filled with examples of both subtle and blatant discrimination against women; and many feminists are privately saying that little has changed.

Tappan High School is a medium-sized, suburban public school made up of largely middle-class, white students. For three years, Kathy Anderson has been teaching in the social studies department, and this year is including a course on women as part of her studies of minorities in America. She reports an enthusiastic response from her students, and a slightly more tepid one from her co-workers and the administration.

In a recent class, teenagers were role-playing scenes from traditional marriage; analysing for evidence of sex-role typing; and making lists of stereotypes about the Equal Rights Amendment and reading about women in American history. Surprisingly, many of the students who chose to take the class are boys. "I try to stress that women's liberation isn't necessarily anti-male," explains Ms Anderson. "Only two boys have left so threatened that they dropped the class."

She reports a real change in attitudes among her students, who moved from embarrassed jokes about bra-burning and "women's lib" to serious questioning of their own assumptions about their futures. "The girls just take off," she says. "It's the first time for many of them that they've had any positive feedback at all."

For girls who have only seen the women in their lives as housewives or teachers, it is a revelation to read about women scientists, artists, politicians. For girls who have been conditioned to be quiet and agreeable in school, it is a revelation to read about women who were aggressive and serious about their work. Inside this classroom a few young women are learning that they can have power and control over their own lives.

In the school as a whole, though, a different and more subtle message about the role of women is being transmitted to students. The school district has only two women in administration; inside Tappan, Zee High School, the only woman department head is the home economics teacher.

The guidance department, while urging middle-class girls to go on to college, still tracks vocational students completely by sex—boys learn mechanics and technical work; girls go to secretarial school or learn to become beauticians. There has been no change in social studies textbooks, most of which either ignore the history of women's rights or make gratuitous comments about women as the wives of famous men. Women in the school work in the cafeteria, help the nurses, or are secretaries. Men

are administrators, headteachers, department chairmen, principals.

The teachers' union support women's issues—pregnant women can now continue to teach as long as they wish, for example, and advertisements for teachers are not classified by sex. Still, the feeling is that schools are moving away from sexist hiring not because they agree with the issues but because they fear lawsuits. A few school systems—in Baltimore and Philadelphia—have initiated studies about the role of women in their schools, and urged positive action to see that women are given equal opportunities with men.

Below, from the teachers' and from some parents—and meeting, if not resistance, simple indifference at the administrative level.

On this level the Rockland Project School would seem to be ideal for any feminist or sex-liberal. The school, a private elementary school with five teachers set up during the "free school" movement of the late 1960s, is small, personal and relaxed.

The teachers, who share the title of "co-director", make administrative decisions together. Norman and Joyce Baron take care for their children. There has never been a teacher hired there on the basis of sex; and power seems to be distributed evenly, along democratic lines.

What are the children in this open, friendly, non-authoritarian school being taught about sex roles? The boys here play football and baseball; the girls learn themselves, quietly and playfully. Children

Recruits are vetted for status, which means that they are the officers' mess, and we are the same way as officers. If they will probably live in the family patches, in an ugly mess in one of the messes. Few seem to mind the extra trouble to find accommodation away from the mess. While in Germany they are subject to German law, but as the alternative to being subject to German law, it is not a mind.

Alice Foley, head of the mess, has been in Germany eight months and four in Dornum, her how she liked the life.

"Well, there's never a day there's so much going on but don't have to bother to mix with people, and of course, the mess is a good place to be. It's a good and there are lots of people for instance, is cheaper... if anything in it. But you do have to mix with people. For instance, in the mess, the men are allowed in your room at any time. But if you don't want to change, the army will be in any case, if you do not want any notice. If you don't like nothing to stop you leaving."

Araminta Wordsworth on the historical role of film societies

A century ago next Saturday (October 1932) the London Film Society—the first in the world—opened their doors with a show of Paul Leni's *Waxworks*. The founding members included the talented Ivor Montagu, a critic and director, and Sidney Bernstein, now head of Granada. The society showed the New Gallery Cinema in Regent Street and showed films there one Sunday a week, a rather daring innovation at the time, but as the cinema industry today, there was no cinema on the sabbath.

The aim of the society was straightforward: to show films and encourage the production of more artistic ones. As Ivor Montagu wrote: "Many wonderful films are never seen by the public, because so many men imagine that these pictures are the ordinary intellect. My society will be a sort of try-out house for these pictures." Membership, however, was predominantly middle class. This was hardly surprising as the subscription cost, between one and three guineas, but as for "ordinary men," how would you rate H. G. Wells, and Russell, Julian Huxley and Maynard Keynes, all members of the society, as well as such intellectuals as Noel Coward and C. S. Lewis?

In 1932 the film society movement was at its height. The British Federation of Film Societies is celebrating this fiftieth birthday (starting on Monday) and on October 19, the actual anniversary, they return to Regent Street with a special golden-jubilee programme.

The choice of films for the programme was a first showing of Satyajit Ray's *Apurva* (the golden fortress), his latest and one specially for children, which will make it popular. The choice of Ray was appropriate as it is through British society that his work has become known and discussed, and he is himself a founder member of the Calcutta Film Society.

The world into which the London Film Society was born was one of cinematic freedom. There were no small art houses, no foreign and artistic films to a select circle of film buffs. Then, as now, the cinema ensured a plentiful supply of cultural entertainment, but for those who wanted something different, wanted to see something work being done in Europe or America, there just wasn't the opportunity. Britain, then, without its art cinemas, was a place where one could see the films of the world, the Gais or the Paris for example, those small outposts of cinematic culture in a wilderness of soft-porn and violence.

In this world the London Film Society—and others which rapidly followed—performed a unique and vital function. They imported foreign films, frequently showing them here for the first time, and they also gave a view of many short, experimental films which had been overlooked or ignored. In the first season, for example, a kind of impetus was given to an otherwise forgotten boy who watched Norman Macdonald's *Portrait of a Girl*, a film about the common carnivorous water bug, several ladies objected to this film on grounds that a new was done to death.

Among the classics premiered by the London Film Society were von Stroheim's *Greed*, Eisenstein's *The Battleship Potemkin*, and the *Comet of Dr. Cagliari*. The society was especially fond of the Russian imports—at one time nearly all the films shown were from the Soviet Union. The society tried to censor them on the grounds of being "disseminating Bolshevik propaganda," *Potemkin's* *Earth* and *Storm Over Asia* were among the films shown, and in years and to still one of the most important films in the history of cinema.

The society put on Eisenstein's *The Battleship Potemkin*, with Melsa's original title, which was forbidden in some countries because it was considered too powerful. And showing the double bill with Eisenstein was a new documentary film called *Documentary Diary* by Paul Rotha notes that approval of the society's existence and that of John Grierson.



Above: the wedding scene from Erich von Stroheim's classic film "Greed".

Left: John Grierson (on right of camera), pioneer of British documentary cinema, directing a scene from "Drifters" in 1929.

fodder. In the past month, for example, I have been able to see *Goodbye Column*, *They Shoot Horses Don't They* (both newish commercial films) and a short version of Orson Welles' movies as actor and director.

How then do film societies continue to survive? How do they balance between inflation and diminishing membership if they increase their prices too much, for continue they do.

At the last count there were over 150,000 societies in Britain with more than 150,000 members. They vary from the small, such as the Tealby Society, in a Lincolnshire village, with a population of about 500, membership 50, to the big university societies, such as Manchester or Essex, where membership is well into the thousands. There are still some professional groups—the Jewish Amateur Film Society has disappeared, but in its place is the Glasgow Trade Union Centre which shows politicizing films such as Widerberg's *Bullet* of Joe Hill, Glauber Rocha's *Terre em Trance* and J.L. Godard's *Coup pour Coup* to the brothers.

Jean Young, secretary of the British Federation of Film Societies, thinks the reason why film societies continue to survive is because people are bored by television and by the decline in the commercial cinema. They also like the opportunity to get out of their homes in the evening and do something. "Film societies give them the opportunity to see interesting films and meet like-minded people. The beginning of film education programmes in schools and the more systematic study of films, an interest in different types of cinema, are all contributing to this interest. A film society which is in active contact with its membership will show the films that members want and so flourish—and let's hope in 50 years' time there will be more than 800 societies to celebrate their century."

Today, more than 30 years later, all those reasons hold good. This is in spite of the threat posed by television, which shows many of the films traditionally considered "film society

for showmanship, commenting that "half of London's intellectuals and most of the national Press would come to see the much heralded *Potemkin*," a comment which is also interesting to us in what it reveals about the coming position and status of the LFS. (Incidentally, for those who feel strong enough to experience *Potemkin* and *Drifters* together again, the NFI have two showings on October 27.)

As well as showing foreign classics, the society also encouraged documentary film-makers, for the documentary was then Britain's acknowledged forte. In addition to the Grierson *Potemkin* and *Drifters* together again, they arranged many first showings of documentaries, including *Robert Flaherty's Louisiana Story*.

During the 1930s the influence of the film societies grew apace. They started to spread

30 Resources

ROBIN MACONIE reviews a package on composition and C. A. JOHNSON one on jazz

Composers, convention and playing about on an instrument

"We Make Our Own Music", a mixed media package containing a filmstrip, cassette and book is available from KK Tapes Ltd, Worthing at £3.75.

Listening to the cassette which is part of the mixed-media package making up Carola Grindea's *We Make Our Own Music*, one has little doubt that the author is a patient and sympathetic teacher of piano for children of primary school age. That her method is the fruit of long experience, and that it works on its own terms, is also self-evident. Miss Grindea, a professor at the Guildhall School, has found a way of keeping her young charges interested in their piano lessons by encouraging them to "make their own music".

There is only one snag. Miss Grindea is not a composer herself. The imaginative construction she puts on this inhibition-removing experimentation is not only mistaken, but also seriously misleading. It is not the function of composing to dispel inhibitions. That is the function of play. Play is not creative but conventional: its object is the definition and acquisition of certain norms of behaviour, social or individual. Children like to invent their own rules, not because they like to invent, but because they like to have rules, and invention is a way of finding out what the best rules are, and the best rules are those which everybody accepts.

The distinction between playing and composing is as obvious to adults as it is to children, or it ought to be. Why then do we have so many teachers who, in attempting to teach composition, are actually teaching children to play? The answer, of course, is a solitary game, with its own rules. In communal games the rules are seen to be communal; but solitary play is autocratic, making it difficult for an outsider to intrude. On top of that we have to consider the mystique cultivated around artistic creativity by those who have not got any: the notion that instinct is at one end and the same

time primitive and dangerous, as well as being fragile and easily obliterated by conventional learning. This amalgam of popular superstitions and practical inexperience of what it is like actually to compose leads many good and sincere teachers to believe, as Miss Grindea does, that almost every child is creative, and that this precious gift ought firmly to be encouraged.

But learning a musical instrument is a craft, while composing is an art (or rather, a craft of a different kind). The difference between playing about on an instrument and actually composing is a difference in intention, and results in a difference in quality.

Neither the intention nor the qualitative distinction can be properly evaluated by a non-composer. They can be explained, however, in terms of a balance between technique and imagination. A learner on an instrument who improvises is limited in what he may express by two factors: first, the instrument, second his own level of skill in playing. The work of a craftsman performer tends to base itself on those kinds of musical effects the instrument is best capable of achieving, and secondarily on those forms of expression the performer is most practised in displaying. To this extent, the music written by performers, even virtuoso players, is conventional. It accepts instrumental and technical limitations, and keeps within accepted canons of musical taste.

The true composer does not recognise these limitations. A composer is a listener: what he writes is what he already hears in his inner ear, before hand moves to instrument or pen to paper. A composer knows that what he hears is not what he actually gets out of an instrument or on to paper. A child can know this feeling as well as an adult, but it is a rare child, and a rare adult, who does. "Well," says the author at one point in her narrative, "you have quite a lot of notes. If you turn these notes upside down (by which I take it she means "rearrange them") you use them just as you use telephone numbers. You can

make up lots of times. This is a secret of making up a tune. You put a few notes together. Now you try and make up your own tune. . . . Oh I love your melody. Now try and think of a name for it! You see, everything has a name in life."

A child has barely learned to play three notes in either hand before Miss Grindea has steered her into "making up a tune" out of them. ("C-L-E-A-N" Cleeves, W-T-N-D-E-R Window", said Squeers. "Then 'e goes and does it.") What is a tune? An arrangement of notes. Is it a good tune? No: that is, yes. The child's innate creativity must be encouraged, it would be damaging to criticise at this delicate stage, and mainly what difference does it make? Because Miss Grindea does not know what a good tune is.

Her book of pupils' pieces proves it. Neatly written, skillful imitations of finger exercises and the sort of pieces taught as disguised finger exercises, they are collected and graded according to Miss Grindea's scheme of instruction as thoroughly as eggs. Her reactions to signs of imagination are instructive.

One boy wrote his piece "when learning the chromatic scale, using 5/4 rhythm with ease, but I am sure he was not aware of the fact that the art of improvisation, and instruments and the different way individual musicians handle them. Finally, there is a complete performance, which gathers together all the previous sounds of *Darius*. A booklet, giving the whole text of the lecture, accompanies this record.

The tape, *Jazz: Rhythm Section*, aims to provide varied backing of professional standard for the instrumentalist following the book's practical exercises. If the lonely musician happens to be a rhythm man, then he will have to stay lonely, for the package provides no front line for him to play along with. *Jazz Illustrations* accompany the second part of the book. Mr Collier's text is well written—especially the technical parts, if a little dry. The record breathes life into the text. The joy of making music comes across vividly. Particularly effective tracks are the development of jazz improvisation, blues patterns and popular song patterns, and a mood improvisation on the subject

Jazzy joys in the making

Graham Collier, *Jazz: A Student's and Teacher's Guide*, Cambridge U.P., 316, 167, £4 hard cover, £1.95 paperback. Graham Collier with Graham Collier Music, *Jazz Illustrations and Jazz Lecture Concert*, £3.30 each, Cambridge U.P. Stereo LPs 0 521 20564 and 0 521 20563. B. Graham Collier Music, *Jazz: Rhythm Section Tapes*, 0 521 20560 £4.50, cassette £4.25, all plus V.A.T. Graham Collier Music: Harry Beckett (trumpet and flugelhorn), Derek Wadsworth (trombone), Alan Wakeman (saxophones), Art Themen (saxophones), Ed Spight (guitar), Geoff Castle (piano and electric piano), John Webb (drums), Graham Collier (bass).

Jazz is in the CUP's "Resources of Music" series. The book is the centre of the package, in which there are also two records and one tape. The records cannot be used without the book, and to read the book alone can be disappointing. The insights and enrichment come with reading, then listening, then reading and listening together.

The second record, *Jazz Lecture Concert*, is based on a lecture that has been given by Graham Collier in schools for some years. The tracks illustrate the styles of jazz, the art of improvisation, and instruments and the different way individual musicians handle them. Finally, there is a complete performance, which gathers together all the previous sounds of *Darius*. A booklet, giving the whole text of the lecture, accompanies this record.

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Nothing to eat but food

by Jane Headley

Longman Panda Pack: "Food" written by Alan M. Lynskey and illustrated by A. Blackley. Designed and produced by SGS Associates (Education) Ltd. Longman Group Limited £12.00. ISBN 0 582 18844 X (Teacher's Book).

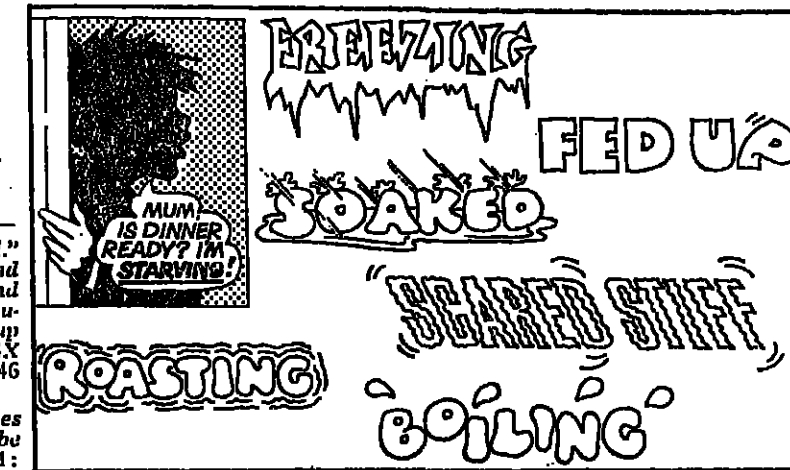
Further copies of the magazines included in this pack can be obtained in multiples of six for £1: "Eating out" ISBN 0582 18845 8; "Where do we get our food?" ISBN 0582 18850 4; "How do we use our food?" ISBN 0582 18848 8; "Food and Magic" ISBN 0582 18852 0; "Mmmm..." ISBN 0582 18851 2; "No food" ISBN 0582 18849 0.

A good teaching aid is obviously welcome if it will help to lighten the load of work involved in preparing source material. At the same time it should leave room for individual expression.

No doubt the reason the Longman Panda Pack: Food has been so successful in achieving these aims is because the carefully thought out and well-researched material has been produced by teachers.

This pack is divided into six sections, each one emphasizing a particular element of the overall theme of food. Each section contains a magazine (six copies) and a set of different word cards, colour-coded according to their relevance—redprints for "Eating out", blueprints for "No food", and so

also included is a teachers' book and a handy chart which shows at a glance the contents of the complete package, as well as the sub-contents of each section's magazine.



Examples of hyperbole which lead into a discussion on "What do we mean by the word starving?" From the magazine "No Food".

The chart also indicates what is to be found on the work cards, and how the material can be integrated into the classroom syllabus of Junior and middle schools. The actual teaching material comes in a convenient, wall hanging folder, with separate transparent plastic pockets for each of the sections.

Consideration has been given to the presentation of the pack—and it shows. Colours are varied and bright; illustrations carefully drawn and frequently amusing, and words that might be unfamiliar have been brought out from the main texts by the use of bold print.

The magazines and prints (work cards) in each section are packed with activities for children to pursue with the teacher's book as a guide. The Longman Panda Pack: Food, incidentally, are now open to suggestions for future topics that might benefit from this sort of treatment. At first glance the price of £12 for the complete pack might seem rather exorbitant. But there is so much well-researched, beautifully designed and produced material contained in Panda Pack: Food, schools should perhaps think twice before dismissing it as too expensive.

The teacher's book goes to great

31 Resources

Quarts in pint pots

by Colin Evans

Pleasure and Practice Music Cards by Leslie Winters. Three sets of 20 cards 235 by 188mm. £1.50 per set. F. J. Arnold & Son Ltd, Butterley Street, Leeds LS10 1AX.

These attractive cards appear to offer the specialist or non-specialist music teacher the opportunity to carry out group music-making based on a system of graded difficulty.

Each card contains a tune—usually folk—which appears in a simple piano arrangement. The treble staff is printed in red, the bass in black, and the guitar chords in green. As well as the lyrics to each song there are percussion parts printed in blue beneath the staves and an empty line upon which the pupil can write his own rhythm or chime bar letter-names.

It all looks colourful, but when the trendy, multi-coloured packaging is stripped away it soon becomes evident that this is a case of rather old wine in new bottles. The trouble is that the cards try to do too much. There are far too many words of explanation on each card.

The reverse of the cards contain information about scales and chords as well as instructions on the playing technique of the usual classroom percussion instruments. Even the upper margin of each card is crammed with odd bits of information about note values or Tonic Sol-fa names, and it is never clear whether the writer is addressing the teacher or the children.

If descriptions such as "interesting things" and "straightforward playing" need some amplification,

so do the terms "musical young people" and "special arrangements". What are musical young people, what special arrangements do we need to make for them and why do we need to make them?

A short answer to the last part of this question, taken in its present context, would seem to be because they are not otherwise available. This, however, begs the real question and we will return to it later.

As with most things musical, words are as often a hindrance as a help and attempts at identification bring on a veritable glut of verbiage, such as musically inclined, biased, interested, alive, gifted, talented, alert, perceptive, sensitive and so on.

The cards are evidently intended for the six to 13 age group, but no guidance is given on how to use them. This is surprising, for they seem to be aimed at the lower-powered teacher. The songs, on their own, could well be suitable for very young children, but I doubt whether the same material—in conjunction with the theory on the reverse of the cards—would have much appeal to older children.

Curiously, the technical information on the back of the first 12 cards in set 1 is repeated exactly in sets 2 and 3 although the pieces themselves increase slightly in difficulty.

If the cards are used for class singing with the accompaniment of classroom instruments, it may be necessary for the teacher to buy another few sets in order to have enough cards to distribute among the players.

The cards would be far more useful had they been designed with one particular age-group in mind and if it had been established whether the text is to be read by the children or the teacher. I doubt whether the same text can serve both purposes.

What a teacher asks before choosing a video recorder.

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University films

The Higher Education Film Library is to expand its holdings in response to the growing demand for films suitable at university level. Since the first catalogue of the library was published in November 1974 30 new films have been acquired.

The British Universities Film Council, which administers the library, have now published a supplementary list of new acquisitions, which range widely in subject, including astronomy, biology, philosophy, psychology and radiology.

A number of the films come from the United States. Some were made in universities in Britain and the history of material originates from archives in the Netherlands and the United Kingdom.

The supplement contains the revised price list. Increases are generally about 10 per cent although the charges for some of the older films have not been increased.

Elisabeth Oliver, Assistant Director British Universities Film Council, Ltd, Royalty House, 72 Dean Street, London W1V 5HB.

What has been described as an "unpolluted" ruler, which will not only raise the tone in the back row of the classroom, has been introduced by Orogas. The ruler is made of high-impact acrylic material, and says the firm, "can be bent double without breaking". This will cause ink pellets to drop like a lead bullet on the floor. Two of the rulers in the new range carry stencil cut-outs: geometric shapes in one, the alphabet in the other. Contact: George Davidson-Wright, Rainton and Haas (UK) Ltd, Lemington Road, 2 Midon Avenue, Croydon.

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Apart from the daily schools broadcast, programmes already available on VCR cassettes include subjects as diverse as Biochemistry, Geography, Sport, Finance, Marketing, Medicine, Management, Technical and other Vocational Training.

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Tuner included for recording off-air	•	•	•	•	•
Hi light for use with single black and white camera	•	•	•	•	•
Video input/output for direct use of black and white camera and video monitor	•	•	•	•	•
Video input/output for direct use of colour camera and monitor	•	•	•	•	•
Electronic editing	•	•	•	•	•
Assembly of recording from different sources	•	•	•	•	•
Insertion of pictures	•	•	•	•	•
Dubbing over soundtrack	•	•	•	•	•
Stop motion	•	•	•	•	•
Audio Line input/output	•	•	•	•	•
Close tolerance duplication	•	•	•	•	•

Recording and playback of material may require on-line. See the Copyright Act 1956, also the Performers' Protection Act 1958 and 1972.

PLEASE POST THIS COUPON FOR MORE INFORMATION

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Exhibition preview

A look at some of the products which will be on display

The Fortigraph division of Ofrex Ltd will be showing a range of visual aids, from transparency mounts and transparent acetate rolls to projection pens and screens. Some of them are for use with the Fordifax 8 Thermal copier, a machine that makes OHP transparencies in colour and also produces instant dry copies from most black/white originals.

The Milliken Teaching System, also from Fortigraph, is a comprehensive visual teaching aid with over 400 books containing full colour transparencies and ready prepared spirit duplicating masters. Teachers' notes are supplied with the system which, the company claim, can be used in all subjects with all ages.

Ofrex House, Stephen Street, London W1A 1EA.

maternal concerns by using concrete objects as well as experiment and discovery methods. The aids are on view.

Taskmaster Aids, Taskmaster Ltd, Morris Road, Clarendon Park, Leicester.

OEM (Reprographic) Ltd will show the Commodore Two Colour Copier, a multi-purpose reprographic machine for use in all schools which copies on card in colour to make work cards. It also laminates the cards, cuts stencils, makes overhead projector transparencies and spirit duplicating masters and can be used for ordinary photocopying. The Ikonfor 625 Electronic Copier in view. Copy from books will also be on view.

OEN Ltd, 140-154 Borough High Street, London SE1.

George Rowney and Co Ltd will exhibit an extensive range of art materials on their large walk-around display stand, including the 22 fixed colour colours, opaque colour cakes, line printing materials and poster colours. For teachers of younger age groups, they will offer demonstrations of Redcolor, a ready-mixed polymer based colour which incorporates adhesive properties. It can be used for collages, modelling, fabric painting as well as the usual straight paint-on techniques.

George Rowney and Co Ltd, Bracknell, Berks.

Taskmaster Ltd will be exhibiting their mathematics teaching aids for primary schools at all levels from nursery to top infant and a selection of developmental learning materials from the United States for the pre-reading stage. These are designed for children with learning difficulties and involve the use of simple items such as coloured cubes, parquetry and pegboards, dominoes and cards, and a selection of mathematical discrimination materials.

The Leicestershire Mathematics Apparatus originally manufactured by Taskmaster to develop mathematical concepts by using concrete objects as well as experiment and discovery methods. The aids are on view.

ESA Creative Learning Ltd's major exhibits will be the new primary balance and the multilink cubes. The balance is made in bright orange plastic with strong bright plated steel rod hangers for pans. The overall breadth is 65cm, the height 35cm. The transparent shatterproof plastic pans are calibrated to take one litre of water below the pouring lip. The balance will take up to 2kg on each side. A sliding zero adjuster is fitted.

The multilink mathematics cubes are 2cm in size and link in all directions. They are designed to get across concepts and ideas of number. These include number bonds, volume, symmetry, one-to-one correspondence and factors and multiples.

ESA Creative Learning, Pinnacles, PO Box 22, Harlow, Essex CM19 5AY.

Evans will be displaying a number of publications including *Open School*, *Open Society* by Henry Pluckrose. The author brings together some current ideas about education and considers the role of the school in the local community. He is head of a London primary school which operates the open school system of planning and time-tableing.

Understanding the Under-Fives by Donald Baker examines how young children learn through play, and will interest parents and playgroup leaders, as well as infant and nursery school teachers. The main aim of the book is to discuss the underlying concept of play in relation to every aspect of the development of the pre-school child and to show its importance physically, socially, emotionally and intellectually.

Evans, Montague House, Russell Square, London WC1B 5BX.

The ILEA Educational Television Service will be emphasizing their range of new programmes in 11 different areas. Teachers' notes to the programmes will also be displayed. A video tape-recorder and a small monitor will be available to play back programmes on demand, and a selection of half-inch tapes will be made for this purpose. The series taped will include for teachers, *Gymnastics for Juniors*; for primary schools, *Sing a Song* (which provides a repertoire of simple songs and singing games); for secondary schools, *Applications of Computing* and for further and higher education, *English You Need*, for adult immigrants.

ILEA Educational Television Service, Educational Television Centre, Temington Street, London SW8 3TB.

SA materials on display will include *Make and Tell* for six to eight-year-olds, which presents a sequence of pictures on cards to stimulate creative craft work. *First Listening Laboratory* (five to six years) consists of cassette tapes with stories and music to listen to. There are also questions and puzzles. *School Ideas* is a series of four-colour cards designed to give phonetic practice. *Schoolhouse Comprehension* provides intensive work on comprehension, a variety of sentence patterns found in reading.

Other SRA tapes will include *Computapes* four computational operations covered on tape with associated activities to strengthen concepts and encourage practice. *Researchlab* is a series of exercises on four-colour cards to develop reference and library skills. *Reading Labs* are graded selections of reading with associated activities on comprehension and vocabulary. Both this and *Pilot Libraries* (graded book collections) are for eight to 16 years and over.

SRA Ltd, Reading Road, Henley on Thames, Oxfordshire RG9 1BW.

Magboard Ltd will show two new products as well as their standard range. The Magnetic Multiboard is a tough vigorous crumpled steel "Dr-marker" board with pre-printed staves and unprinted music staves. The system is flexible; notes can be changed without re-writing or erasing, which makes the board convenient for teaching harmony and counterpoint. A box of notes in a box includes 673 separate staves and eight Dr-markers for adding comments or indicating phrasing or tempo.

The Magboard Elphart system is designed for step-by-step lectures.

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Picture Word Dominoes from Galt. Understanding the Under-Fives by Donald Baker examines how young children learn through play, and will interest parents and playgroup leaders, as well as infant and nursery school teachers. The main aim of the book is to discuss the underlying concept of play in relation to every aspect of the development of the pre-school child and to show its importance physically, socially, emotionally and intellectually.

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Albatross on the wing

ANNA SPOULE on ILEA joint resources centres

The four schools not only decided to join the scheme; they decided to join in partnership. Between them, and with ILEA's help, they would set up a joint resources centre. They collected a stake of £1,000; ILEA matched it; and the Albatross Project — the title was inspired by the Albatross/Ross combination — was on.

First, there are long, long talks between teachers and experts. What do you want to do? What have you got already? What is resource-based learning about? And what part should children play in it? (The group's answer to this one is definite. "We want," comments one of the resource officers, Vincent Thompson, "to encourage the idea of children using resources by themselves. We always try to think in terms of children doing things.")

Sometimes, even though all the schools involved in a project are volunteers, there is resistance. Mrs Gordon herself admits that the mechanics of A/V can be frighteningly simple, but it wasn't part of our lives," she says. Usually, however, resistance melts; when the group is united, the group usually backs out.

Stage two consists of clearing the ground — often physically. The resources they have already got in order.

Stage three is the spectacular one. The whole support group — three MROs, three librarians, two technicians and two clerical assistants — move into the group of schools to set things going. They advise, consult, plan, catalogue, encourage. New equipment — to be purchased out of the joint scheme — is installed, converted, frequently even built. (The building medium is a system of display scaffolding; its great charm is that shelves, tables and display boards can be put up and altered at will — by anyone.)

A month or so after the equipment arrives, a group of librarians brings in the A/V work-shed — described by Stephen Day, the man in charge and resident MRO to all four schools, as the "busy area". Two of his "walks" are warden screens painted white; who wants to drag out a proper projection screen for 10 minutes' viewing? There are also filing cabinets for pictures, slides, and the like; a lightbox; a set of small chairs; and a collection of hardware for viewing and playback. Like the library opposite, it is basically children's territory.

"There are always children in here," says Vincent, visiting the centre for a meeting of the Albatross committee. "They do work in the classroom and then come down here to expand what they've done." Anyone expanding their work on verbatim animals has a rare treat in store: Southmead must be the only primary school in the country with a set of X-ray pictures of the human spine.

The production area — sink, well-worn draining boards, cupboards, a thermal copier — lies just beyond (an actual dark-room is in the process of being set up). This is the Albatross nerve-centre.

It is here that Stephen and his full-time trainee technician produce the slides, cassettes, tapes and other software that the teachers in the four schools use. It is to this area that these teachers drift after school, with a view to producing stuff of their own. And it is here

that Mr Day demonstrates techniques during the in-service courses he runs for his customers. "Most of them," he says, "prefer me to run them during the holidays rather than at school." So, holiday courses they tend to be.

Much of the Albatross output is jointly produced by both staff and MRO; but there are some operations that the teachers have been all too happy to hand over.

"Stephen's doing all the typing from the BBC programmes," says Mrs Gordon, down the corridor in Southmead Infants. "It allows all four schools to use them — and it's released one of my teachers for her actual teaching."

Her own school, like Albatross and Ronald Ross, has a library/resources centre that, in all but one respect, is almost a twin of Stephen's domain. It does not have a production laboratory — but, after all, it does not need one.

ILEA now has between 30 and 40 groups of schools — the average is four schools to a group — that are operating joint resources centres like Albatross. Most are primaries, although one group is arranged on a hen-and-chickens pattern with six primary schools clustered round one large secondary.

Its existence can be traced to the thinking of ILEA's staff inspector for learning resources, Mr Leslie Ryder. Its practical, no-nonsense style is also inspired by him. "We are not," he tells a prospective project school, "going to create an interesting mausoleum that you open on your day; we are going to create something which is a natural response to the needs of your curriculum, and the way you work."

How, three years after launching the system, does he feel about the way it's working out? "I think," he says, "we have succeeded in bringing about a feeling of unity

Continued overleaf

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Continued from previous page

to identify precisely. It might be most accurately described as a concern about status and responsibility. It is often expressed most directly in those situations where teachers have found themselves in an unconsidered or unfamiliar organizational structure with new curriculum demands and teaching methods. Such teachers frequently feel themselves threatened. The concern is with the interrelationship between the confidence within the specialist teacher feels within his own subject, backed by his training, and his effectiveness as an educator in the new situation. Where these interrelationships are threatened, there is generally a retrenchment into a negative attitude towards change of any kind. This is largely a management difficulty which does not appear to be considered when reorganization is undertaken. The evidence shows that there is an intrinsic reason why this cannot be solved.

This area of concern leads back directly into the demands which are made of teacher training. Teachers are well aware that the various specialists working within the subjects are trained in dissimilar institutions. Their disciplines do not, at the moment, even share a common language. Still less do they share a basic conceptual framework. The difficulty is stated directly in the submissions, but its reality can be heard most impressively in the taped discussions. Here the voices are symbolic of differences rather than similarities, and the genuine difficulty of interdisciplinary communication is obvious. The worlds and words of home economics and what used to be "boys crafts" are especially remote from one another, particularly in school, with a long tradition of separating these activities on the basis of sex.

Most teachers appear to believe that the approach to educating teachers must be rationalized before any substantial further development can take place. The institutions involved should also make a big contribution to in-service training. One important area for development would be to prepare students for a situation where curriculum development is likely to be a continuing activity which involves teachers.

When teachers turn to the curriculum, they have a sharp awareness of the factors which limit change. The variety of possible constraints from the views of parents to the lack of facilities are mentioned at some point. Of major importance, and recurring in nearly every submission, have been the attitude of the head and the nature of the examination system. Teachers are surprisingly critical of much past curriculum development work. They believe that the various projects involved should have co-operated more closely, to contribute to a more coherent series of proposals and policies. They are also aware that most approaches will founder without continuing institutional support. There is enthusiasm for suggestions that curriculum development should, in future, be more locally based and there is a conviction that this is work that can—and should—be done by teachers, often in the context of their own and neighbouring schools.

At the most general and philosophical there is emerging an understanding of the nature of design and its relationship with art, handicraft and some aspects of home economics. This is seen, most clearly, where interdisciplinary groups have met over relatively long periods of time. In these circumstances, there begins to be agreement about a "core" of knowledge, experience and technique. This, it is felt, could unite the different fields. Something else important happened in these long-term discussions—the similarities between artists, craftsmen, designers, technologists, environmentalists, and home makers began to appear to be more important in the context of general education than their differences.

The responses to the discussion papers indicate clearly that the teachers are convinced of the importance of an area of education which constitutes a unique field of knowledge, embodied in such streams of activity as the making and use of tools, the making and use of habitat and the development of the expressive arts.

A NEW NAME NEEDED

Changes and opportunities in the field of craft and design. By J. B. Kenworthy, The College, Carmarthen

"Handicraft" falls short of adequately describing an area of the curriculum which has undergone extensive change and is continuing to develop. The words "design and technology", either by themselves or in association with others, may ultimately be accepted instead.

There have been tendencies to widen the scope of the activities woodwork and metalwork, covered by handicraft, to include laminated structures, formwork, sculpture, jewelry, plastics, electronics, lapidary and automotive work. Technical drawing, which has always been associated with the subject, is now more concerned with the graphical communication of design concepts than the traditional work in geometric and engineering drawing.

Design is becoming increasingly emphasised, where pupils are asked to examine, more analytically and critically than hitherto, the conditions of function, anthropometrics, ergonomics, form and shape, proportion, materials, construction and finish. They are encouraged to seek information about projects, to sketch their ideas based upon investigation and then, at their level, to make critical appraisal of the resolution of their ideas.

Technology relevant to the subject has always been accepted as a requisite of it. Previously it was concerned with the study of the production of materials such as wood, and ferrous and non-ferrous metals. Now the characteristics and behaviour of the materials used are examined more critically. The introduction of schools technology has emphasized the breadth of study by introducing, for example, electronics, archaeology and control technology.

The growing practice of giving girls an opportunity to get into the workshops and design centres and be "educated through the use of materials" is encouraging. The opening up of middle schools with their provision of simple workshop equipment, on the one hand, to the development of design and technology centres in sixth-form colleges, on the other, is continuing to extend the range and scope of work within the schools.

However, this very breadth may in some ways be a disadvantage to the subject area as a whole. It is necessary to reconcile modern technology with tradition; it is necessary to reconcile the educational and personal development aspects of the work with the vocational and perhaps most difficult of all, it is necessary to some extent to reconcile the calculations of the engineering designer with the "flair" of the artist.

—AND A NEW FEDERATION

To improve contacts and as an aid to common action between design and technology associations, a new federation is being formed, and representatives of three of the main associations—the Institute of Craft Education, the Association of Advisers in Design and Technical Studies and the Conference of Education Lecturers in Craft and Design—have been meeting to formulate a policy and to plan a combined committee which could develop appropriate federated action.

Though there are a number of associations active in this field, some of which serve parts of the curriculum area (such as the National Association for Design Education and the School Technology Forum) the three above-named associations, their new committee states, have little organized means of contact and common action, though there are many helpful, informal meetings. Clearly, they say, certain matters are the responsibility of teachers individually, but many topics are of general interest. They instance their joint concern for recruitment and in-service training.

"But we have also," they say, "a common concern in maintaining a balance of subjects in the maintenance of standards in design and craftsmanship, both inside and outside schools. Indeed we have a public responsibility for ensuring that

This dilemma does not who feels fully aspects of the design curriculum is indeed, he would probably have average ability in areas. It is becoming less true that in most pupils are faced with a choice of effectively direct their own path outside craft.

Another consequence of broad design and curriculum is a widening of the subject, but it does not always go with sympathy for a of its spectrum and develop a full learning.

The candidate press for a place in a collection to train as a designer and design would fall somewhere between extremes. He would with a general interest in the production of decorative, and in the about the work. He have a deep concern for development and well together with the ties and background in teacher.

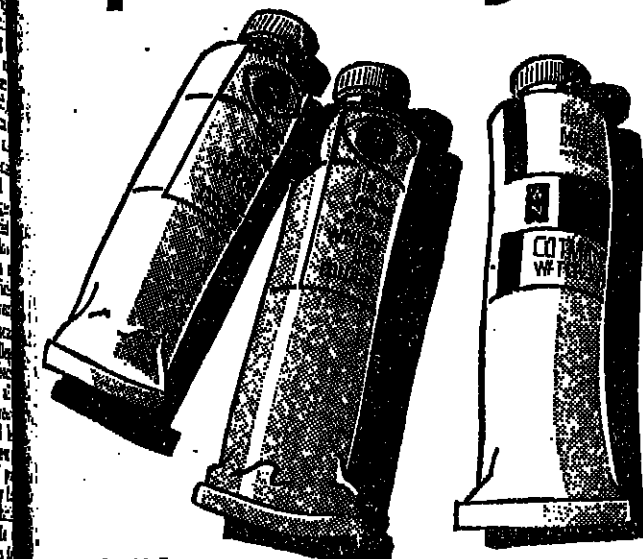
These qualities are early indicated by a particular subject, levels will be used the new BEC or the course. A flexible good personal motivation is particularly important.

We have now arrived where the education and design have been accepted, where the has expanded for something of value but where recruitment has levelled off at a point where the demand for semi-specialist teachers the broadening of schools. As a result area of the education is crying out for help at a time when other areas with effective opportunities for interesting educational development.

It is hoped that known to both boys and girls, the great potential and interest, the great opportunity in teaching it.

Mr. Kenworthy is Secretary of the Conference of Education Lecturers in Craft and Design, and writes on behalf of the three associations.

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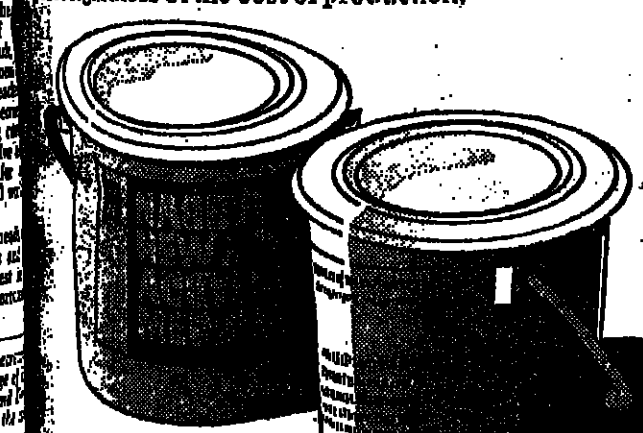
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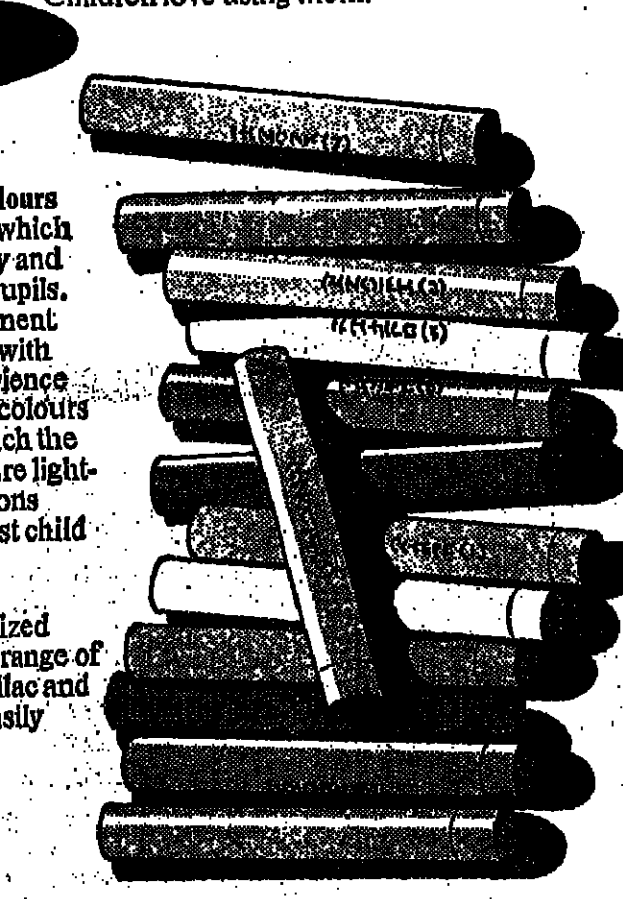
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SOME SCOTTISH INFLUENCES

William Ferguson, head of Knox Academy, Haddington, sees plenty of vitality and a growing freedom of communication

The status of art in schools depends to some extent on its organization and health in the country. Scotland has four colleges of art. They train many who will become teachers, although the specific skills of teaching are taught separately in the colleges of education.

Ultimately, therefore, the strongest formative influences on young teachers are the college lecturers. These also form the most influential body of artists, residing in Scotland. Philipson in Edinburgh is the principal of the college and also the leading Scottish painter; Donaldson in Glasgow is head of drawing and painting and an outstanding portraitist; Alberto Morrocco is in Dundee.

But it is on a younger group that development rests. Links with English and international art are maintained by sending post-graduates to the Royal College of Art and abroad on scholarships, by the Scottish Arts Council's exhibition policy and by the media.

The Arts Council encourage young artists by competition and by financial award. They have the Charlotte Square Gallery in Edinburgh and the recently adapted Fruitmarket buildings where the policy may be more overtly experimental. In Glasgow they have the Third Eye.

The civic galleries are also influential. In Aberdeen Ian Mackenzie Smith runs three exhibitions simultaneously. Dundee has new blood, as has Kirkcaldy. Glasgow's Kelvingrove continuously exhibits and the citizens can look forward now to the opening of the Burrell Collection. Edinburgh houses the National Gallery and the Scottish National Gallery of Modern Art, and in the old Royal High School building the Edinburgh Art Centre has a programme of exhibitions. There are commercial galleries such as Aitken Dott's Scottish Gallery.

Many small galleries include craft, along with pottery, glass and textiles. Examples crop up in the back of beyond, such as that at Inverkeithing in the north-west, among some of the wildest scenery in Britain. The Scottish Crafts Centre in Edinburgh brings together good material but there is nothing yet to compare with bodies like the Gloucestershire Guild at Painswick. The Fine Art Society have a gallery in Edinburgh, a branch from New Bond Street. It brings scholarship to the growing interest in the last 150 years of art. De Marco, liveliest of entrepreneurs, has a new gallery at Monteth House, Edinburgh. His current international exhibition there is of modern Yugoslavian art. The main annual exhibitions are the Royal



From the recent schools' exhibition in Edinburgh Arts Council. "Birds" are from Birmingham and the "Viking" from Portobello High School.

Scottish Academy, the Royal Scottish Society of Painters in Watercolour, the Glasgow Institute and the Scottish Society of Artists. The Perennial Competition, limited to those under 35, is growing in importance, and this year the RSA ran a competition for students and used the main galleries to house it. The Arts Council also encourage students to exhibit and so most Dundee's Duncan of Jordanstone College does well in these activities. Loose groupings of artists exist in Aberdeen, Edinburgh, Dundee and Glasgow. There is a Glasgow Group and a Glasgow League. Scottish Realism has made a brief appearance. The success of ex-patriates like Bellamy and Byrne helps confidence, as do the London showings of Houston, Blackadder and Philipson. The lecturers in colleges of art and education who teach include Collins, McClure, Fleming, Short, Reeves, Leon Morrocco, McGlade. From the Inspectorate and Advisory come McGavin, Brown, Lawson, Wright, Firth and Goodell. From school-teaching come Wyllie, McIsaac, Watt, Cree, Bowman, Robson, Barrie, Rodgers and many more. The colleges and schools have influenced crafts through people like Kathleen Whyte, recently retired, in embroidery; Bennis Schatz in sculpture; Malcolm McCole in printmaking.

The main influence directly affecting secondary schools is the syllabus of the Scottish Examination Board. At Ordinary Grade it has always been possible to pre-

HOW TO LIVE WITH INFLATION IN THE CRAFTROOM

When conservation, decoration and "making things that last" come into their own. By Derrick Grady

Curriculum developments in technical studies can become submerged in the flood of present difficulties. Recruitment problems continue unabated and financial considerations assume ever increasing proportions as inflation accelerates. Philosophies propounded by Project Technology and the Design and Craft Education Project suffer because of the shortage of trained manpower. Practical issues like material usage and cost, wastage and so on, largely overshadow educational arguments.

Difficulties over resources and material supply now occupy teachers' minds more than curriculum innovation and head teachers, too, must scrutinize costs closely. The scene could be set for a massive reduction in school practical work just at the moment when its value is beyond doubt.

This reaction would be unfortunate and unnecessary. Times of hardship produce typical responses, and in material-based teaching these largely concentrate on obtaining maximum educational effect from each unit of material used. Decorative treatment will increase, widening wider ranging specialized skills than those taught in the past.

An interest in carving, engraving, etching, chasing, inlaying, marquetry, repoussé can be expected.

More thought will be given to basic design considerations with "mock-ups" and scale models assuming importance. Use of scrap and "found" materials, recycling "waste" products, even the creation of composite materials and the underlying technologies are likely to become commonplace workshop activities whether in small or large schools.

All of these are in line with current educational thinking and present scarcities encourage their adoption.

A climate of opinion necessary for the acceptance of ideas related to the preservation of resources now exists, based on experience of recent shortages. It is doubtful if these notions could gain any real credence without a history of scarcity. It is now possible to establish worthwhile reforms on values growing in society. Of major importance among these must be a concern for our role as stewards of the nation and the world.

Mankind can no longer extract food, materials and minerals, without thought of the consequences. Indeed, some cases, that of non-

ferrous metals in particular, illustrate new concepts of economic development. Changes in the use of resources based on recycling will occur within the lifetime of most children now at school. The need for enlightened attitudes here is paramount.

Craftsmen teachers will make characteristically practical approaches to these demands. The certain to emerge initially will be a justification of craftsmanship to combat claims for built-in obsolescence as a necessary concomitant of mass-production. With a premium on job satisfaction there is no doubt it will prove attractive in schools. There will be a strong movement towards "making things that last", a vindication bound to appear increasingly in schemes of work.

A second move likely to achieve prominence is the search for alternative sources of finance or help in kind such as self-help fund-raising projects or appeals for gift materials. There is nothing new about these devices, they have operated in schools for years. The immediate difference is that of scale. Enterprising teachers supplement finance and widen work opportunities in a variety of ways,

but limits exist and as things are will probably be met.

In the long term there is likely to be a deeper involvement with conservation projects both within and outside school premises. Preservation and restoration techniques connected with archaeology, protection of buildings, technology of material recovery and recycling, production and use of naturally renewable materials, repair and maintenance of existing equipment are all certain to appear in many guises. Teacher response could easily lag behind that of pupils here, for many young people sense an urgency not fully shared by adults.

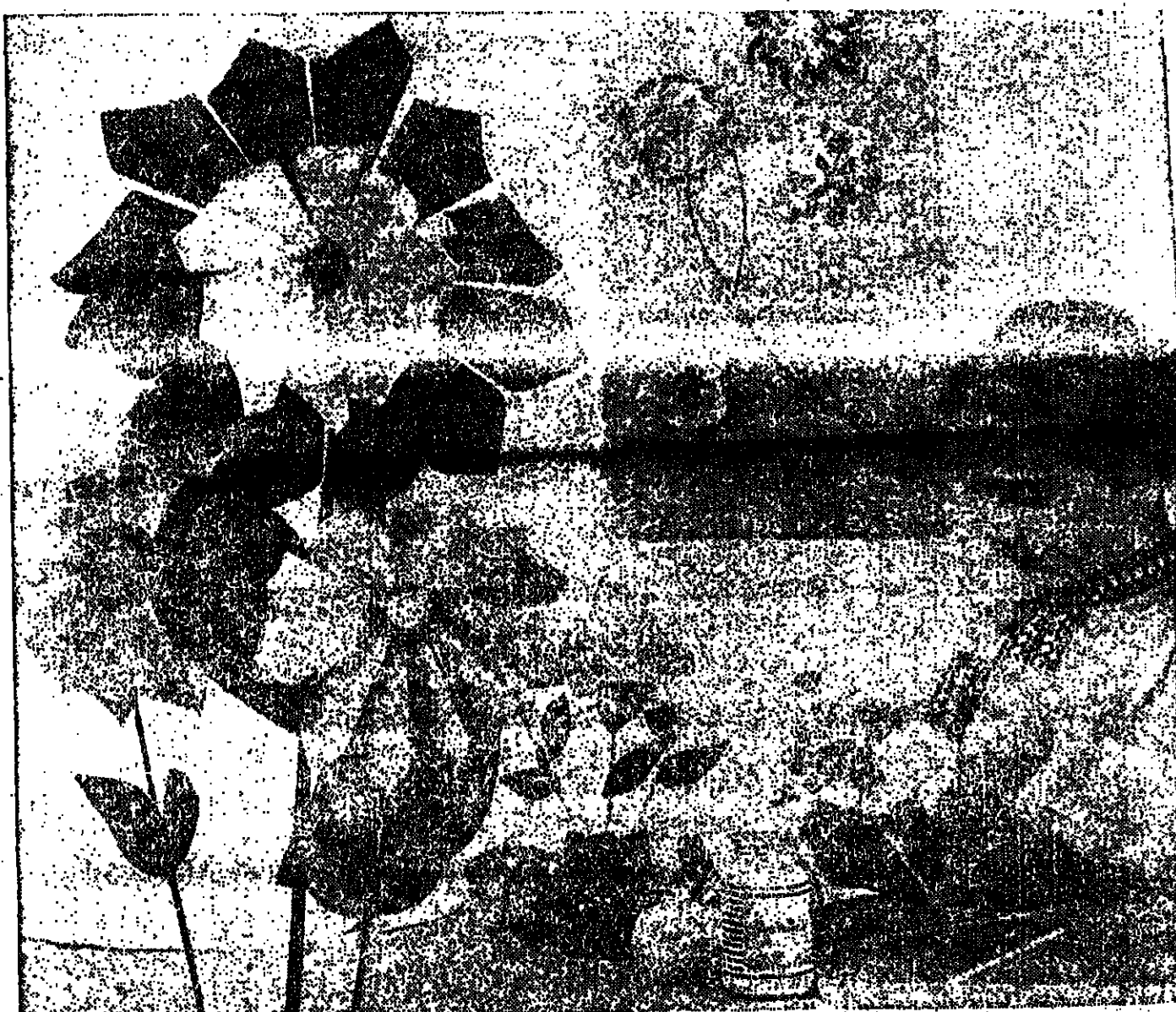
While such applications are strong candidates for inclusion in school work, some problems still remain. Craftsmen teachers bring an essentially practical contribution, and this may require academic support. Also, emphasis on less rigorous work can easily undermine central aims. The perennial necessity to identify and focus on educational effects remains if these activities are not to degenerate only into socially useful tasks.

The problem of recruitment reappears here, since in this area

of school work it is not even matching replacement requirements; there is a desperate need for well-prepared young teachers and a lack of able entrants is straining progress.

Latest available figures show the intake of school-leavers in specialist departments in colleges of education to have fallen, in 1974, to only 51 per cent of total intake, with this itself some way short of replacement level. Clearly, schools have a responsibility at this point. Career prospects are good, graduate qualification exists equal to many other subjects. Courses are for both sexes. Head teachers, directors of studies, careers teachers and heads of department can no longer afford to ignore claims for a career in teaching craft, design and related subjects as an attractive proposition for their able pupils. Advanced level courses backed by adequate O level preparation, both academic and practical, are urgently needed.

Derrick Grady, now warden, The Education Centre, Kingston upon Hull, was formerly head of technical studies, Greatfield High School, Kingston upon Hull, and president of the Institute of Craft Education 1973-74.



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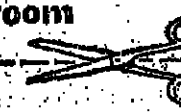
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The carbon team's driver passing instructions, and the ignition by-passing the contact (blindfolded).

GAMES WITHOUT CONFLICT

Michael Clarke describes a new kind of cooperative art activity.

Under Don Pavey in the school of liberal studies at Kingston Polytechnic a new art activity has been developing. Art arena games, as Pavey and his team call them, "simulate the dialogue that goes on in the minds of artists and spreads it between teams", so that "the end-game maps a composite diagram of the group mind". By breaking down both the decision-making and execution levels of art production and allowing parts to each member of a team, the games encourage cooperation and the ability to leave open the final form of the art-product until very late in the process.

The creators of these games, Ken Beasley, a sculptor and community worker, Michael Challinor, a sculptor and designer, and Pavey himself are keen to counteract the win-or-lose attitude to games. Their game requires that a balance of opposites be achieved: the final result is to be successful. Both teams work in the same arena to produce a common object. Pairs of contraries are adopted, circle against square, curved against straight line, etc. as visual representations for a variety of subjects.

The morning that I visited Kingston the subject was an atomic pile, divided into a uranium team and a carbon team and contrasting hot-coloured squares and cold-coloured circles. Imagination would produce an explosion. Each player was asked to design a machine which points by remote control and which must include:

- 1 Driver, feeding in messages to the
- 2 Starter, which hears messages and silently passes them on to the
- 3 Ignition, which cannot detect sounds, but which guides the
- 4 Contact, which cannot see but holds the Distributor, which is a long paint brush which dips into the
- 5 Fuel (point) and draws and paints on the wall.

A maestro was then chosen by each team and the machine roles allotted, blindfolded or ear-plugged as required. Only the maestro, who is set apart, was given instructions; in this case to place three squares (or circles) on his master plan and expand them with hot (or cold) colours getting progressively darker and turning red-purple (or blue-purple) as the other team's activity is approached. This had then to be interpreted to the machine by whatever means the maestro thought suitable and likewise through the parts of the machine.

Communication could be in either direction, but the maestro could not see the work emerging on the wall any more than the team could see the master plan until half-time when the maestro appeared from his headquarters. From then on all the members of the team could work directly on the wall until it was completed. If any difficulties were encountered a conference was held, decisions were made, and the game was judged by all the players in a point-giving series of six questions: the balance and unity of the result, the tactics or structuring of the moves, the interaction of the teams, the breaking down of the media, the identification with the subject and the fun experienced generally.

These were intelligent, articulate children gathered locally, and they evidently enjoyed themselves. The breaking was received with good humour even when after half time the Uranium team tore up the master plan of the Carbon team. There was no great demand to play master, rather a desire to play all the roles. Thinking the children

told me, was not fun. Ian Robertson, an ATE student working with the group that morning, said that children from different backgrounds were much less tolerant and cooperative and required different conditions.

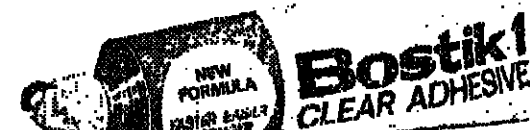
The structure of the games is dependent on their creator and their complexity related to the maturity and sophistication of the team members. At Kingston, with children, there have been three-dimensional arenas, three teams and many different conditions. A Yin-Yang dragon produced in one game was worn by the teams at the local spring festival. Usually callers are used as messengers between maestro and team, but on the occasion described an inter-com was used and the teams, as well as being blindfolded or ear-plugged, were tied together. Auxiliary roles are often created to prepare materials, clean up and even spy on the other team.

The problem that presents itself to the creators of these games is how much room to allow for chance in the structuring of the programme. The more room that there is for each member to make important

decisions, the less possibility there is of controlling the situation for the sake of determining or predicting the results but as a way of a need to manage it is a factory way. The kind and degree of handicap each role is given.

Not surprisingly, Pavey and team are keen to play the game with naturally handicapped children as much as they are with gifted students. The relevance of the games, however, goes beyond art situations. There is no need to it should be an art content.

Many activities carried out by individuals and groups could be fit directly from games like this even while they enjoyed themselves. Art Arena grew out of a technique devised at Kingston in the experimental workshop and in design communications courses run by Liberal Studies for degree students. It is now the instrument of an official research project on education through art-based games, already the games have been played at two international congresses in Paris (INSEA) and the other in London (INACE) held in the summer holidays.



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Ideas, argument, experiences, research



Staffordshire teachers design their own art block
Integrating home economics with design education



Out of the ashes

Ian M. Small

When a building is destroyed by fire, it can be a disaster, especially in an independent boarding school. Abbotsholme, on the Derbyshire/Staffordshire border, turned the loss of its art block into an opportunity. A new building has arisen from the Ash Wednesday ashes of the old, reflecting in its construction the methods of teaching employed there. For art teachers Bernard and Joan Green, the dream of a custom-built department has become a reality.

Of course, the obvious procedure would have been to instruct an experienced architect to plan a building for x pupils using y media, but the Greens took a different approach. The Head and school governors used the experience of the art staff and the expertise and involvement of local craftsmen to create a building whose success is to be applauded.

All that was left from the fire was the kiln room. To save money it was decided this should be incorporated into the new building. Everything else, from the steel frame to the equipment and fittings inside, has been made by local firms to the Greens' designs. The teaching of art at Abbotsholme is based on the premise that the boys and girls

should be responsible for producing and developing their own ideas in the media best suited to their abilities and aptitudes. The teachers act as catalysts, using their experience and perception to help each pupil discover and use the most suitable materials with which to interpret their ideas.

This method involves the availability—in close proximity to each other—of a variety of activities in both two and three dimensions: painting, pottery, weaving, sculpture, printmaking, collage, drawing and so on. To be most effective, the teachers must be able to move freely between these various media during the course of a lesson, and so must have an arrangement which places the media in a logical and easily controlled relationship. The differing nature of the activities, the messy bustle of pottery or printmaking as opposed to the clean peace needed for weaving or collage, for instance, demand that they be kept physically separate, without being visually isolated, interaction and exchange of ideas being vital components of the teaching method.

The building that would serve these demands turned out to be hexagonal in plan, and zig-zag in its elevational profile. The hexagon offered the best use of the site, and made the most of the arc of the sun. One face, fully glazed, receives the north light, giving painters their most constant light source. The morning sun shines into the fabrics room; afternoon sunshine warms the cold materials of the pottery; and as the evening sun breaks into the printmaking area the cycle is complete. Each windowed face of

the hexagon provides a different aspect of the landscape for ready made compositions.

The high glazed north wall is complemented by a centre-span clerestory north light. South walls have no windows, but face a sculpture patio. The exterior is completed with a brick, whose colour and texture matches that of the local soil, when ploughed. The hexagon design allows bricks to overlap rather than the flush at corners, and this feature, with the herring-bone pattern of the brick paving, gives distinction to the exterior.

The main construction of the building, under the direction of a steel fabrications engineer, who has two children at the school, was completed within 12 months of the fire. In the self-help traditions of the school, the interior finish and outside landscaping have been done by pupils and various fitments have been made by local craftsmen.

The ashes of disaster became the opportunity to plan and erect a building that reflects and serves the teaching methods. Pupils do not feel divorced from any medium, and yet have the equipment and surroundings necessary for concentration on the one of their present involvement. Staff can keep an eye on all that is happening in various activities. Pupils are encouraged to experiment both with media and with technique. Abbotsholme's new art department provides a stimulating and imaginative environment for all interests and abilities.

Ian M. Small teaches English at Abbotsholme School, Staffordshire.

At home with design

G. Elizabeth Broughton

Many home economics teachers who find themselves in a design team feel they are in danger of being "taken over" by the favoured area of the team leader. Unfortunately their reaction to this has been negative rather than positive.

In the early days of setting up design departments, mistakes were made. Often team leaders asked all subject teachers to work to a theme of their choice. The selected theme may have been inappropriate for home economics and the work done was as a result neither realistic nor relevant. It produced a real fear that the work would deteriorate or, at best, become unimportant and false. Many thought they would be expected to integrate with all other departments for at least two years or even longer.

Home economics must face problems which are not found in other parts of the design department. All other disciplines, including cookery, is such a familiar activity that everyone considers "herself" an expert. Adult standards are often applied to children's work. Therefore if many experimental courses are organized and if these do lead to work of less acceptable standards, will others, including those in the design team, learn to apply more appropriate criteria of judgement? Teachers of home economics need to be reassured about this.

The rising cost of materials, particularly in poorer areas, can lead to a reluctance to experiment and learn by discovery. Learning in this way means some failure, and waste is inevitable, but many people find it difficult to countenance wastage of food.

Home economics teachers experience daily the constraint of time. All other disciplines within the department can actually put their work away at the end of the lesson or term. Home economics teachers cannot do this; a half baked cake cannot be put in a drawer until the following week, and actual dishes given have been part of an investigation. This is a disadvantage and consequently fear comparison when departmental work is exhibited.

Work concerned with the home could be the central core of the design department in which other disciplines could find situations which pose realistic problems. The familiarity of the home economics teacher with the personal environment of the children is one of her greatest contributions to the design department. She is used to helping children understand the particular world in which they find themselves, to making work relevant to their own background, yet giving glimpses of better things and providing opportunities to see different behaviour patterns. It should not be forgotten that enjoyable living depends in no small part on the basic skills of home making.

Consumer education is a most important part of the home economics teacher's contribution. Children in various classes have access to equipment, some good, some not so good, and by experiment can find the most suitable one for the purpose required and at the same time compare the cost of all. Again this is far more realistic than theoretical consumer education and can do much to produce the articulate shopper. Equipment often needs updating if children are to have opportunities for research relevant to today's needs. Heads of departments should be aware of this financial need not only in replacing equipment but in acquiring materials needed for cookery classes.

Home economics places great

emphasis on entertaining and this gives a natural opportunity to consider and understand personal relationships. This can extend over generations and racial gaps. It should not be forgotten that respect for others is an essential part of a designer's skill.

Heads of departments often find the cookery aspect of home economics difficult to absorb into the department, yet most children aspect or experience the delight of cooking when they first reach the home economics department. Although it is only a comparatively small part of the work which can be offered, it can be the basis for simple design activities. The comparison of home made bread with bought breads is a simple exercise

in texture, flavour and sense of smell; salads to experience colour, shape and texture; considered movement in the kitchen; all give ample scope for this.

Home economics teachers cannot afford to let pass any opportunity to join a design team. Both teachers and pupils gain enormously from seeing the work of other departments, and indeed from participating in them. This produces an appreciation of what is a disorganised style. Discussion with other team members about the work leads to a closer understanding of each other's contribution to the education of their children.

G. Elizabeth Broughton was formerly senior adviser in home economics for Leicestershire.

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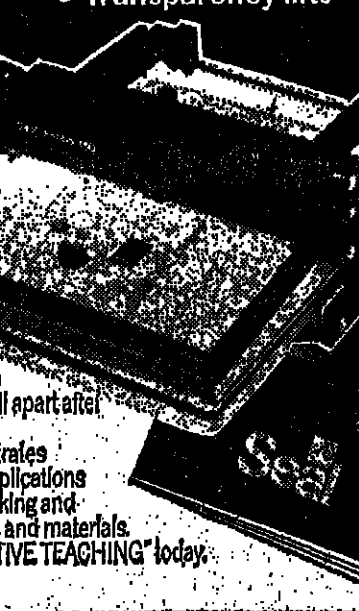
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Head of Department, Mrs. J. G. Jones

Head of Department, Mr. J. G. Jones

SUTTON

London Borough of Sutton

EDUCATION COMMITTEE

Headmaster, Mr. J. G. Jones

Headmistress, Mrs. J. G. Jones

Head of Department, Mr. J. G. Jones

Head of Department, Mrs. J. G. Jones

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Other than by Subject Classification

Heads of Department

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COVENTRY DEPARTMENT

Headmaster, Mr. J. G. Jones

Headmistress, Mrs. J. G. Jones

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manchester polytechnic

Department of
Applied Community Studies

Experienced and qualified teachers and youth workers are invited to apply for places on the one-year full-time Advanced Course leading to the award of

diploma in community and social education

commencing September 1976

The Course aims to develop skills in pupil-centred social education, to examine links between school and the community and to foster skills in pastoral care. The Course is recognized by DES as a warranting secondment.

For further information write to: Admissions Tutor (SED), Manchester Polytechnic, Bracken House, Charles Street, Manchester M1 7DF.

BRITISH ACADEMY
WOLFSON FELLOWSHIPS

A new series of British Academy awards has been established through the generosity of the Wolfson Foundation to enable British scholars to pursue research in France, West Germany and Italy in the fields of history, law, economics and political studies, particularly in their application to the history and understanding of the modern world. The level of awards will depend on the proposed length of stay and the individual circumstances of successful applicants. Candidates should be British subjects, graduates of a British university, and be of post-doctoral (or equivalent) status.

For further details write to the Secretary, the British Academy, Burlington House, Piccadilly, London W1V 0NS. Applications, together with a curriculum vitae, a proposed scheme of research and the names of two referees, should reach the British Academy by 15 December, 1975.

EDINBURGH

Dunfermline College of
Physical Education

LECTURER

in

EDUCATION

Required for January, 1976 (or as soon after as is practicable) with good qualifications in PSYCHOLOGY. Applicants should be prepared to teach over a four-year course leading to B.Sc. Honours Degree. Both general and specialist work is involved. A person with additional qualifications in Philosophy would be especially welcome.

Salary will take into consideration qualifications and experience and will be on the Lecturers' Scale within the range £3,216 to £3,495 per annum.

Application forms and further information may be obtained from the Principal, Dunfermline College of Physical Education, Grand Road North, Edinburgh EH4 6JD. Completed forms should be returned by Friday, 31st October, 1975.

JORDANHILL
COLLEGE OF EDUCATION / GLASGOWSCOTTISH SCHOOL OF
PHYSICAL EDUCATION

Lecturer in Philosophical Studies
in Physical Education and
Human Movement

The Government invite applications from suitably qualified persons for the post of Lecturer in Philosophical Studies in Physical Education and Human Movement in the Scottish School of Physical Education, Jordanhill, Glasgow. The post is a full-time position and will be held for a period of five years, with the possibility of extension. The successful candidate will be responsible for the teaching of philosophical studies in physical education and human movement to students of the school. The post is a senior position and will require a high level of academic achievement and a strong commitment to the development of physical education and human movement in Scotland.

Further particulars and forms of application may be obtained from the Principal, Jordanhill College of Education, 76 Northlands Drive, Glasgow G13 1PE. Completed forms should be returned not later than Monday, 2nd November, 1975.

COLLEGES OF
FURTHER EDUCATION
continued

WIRRAL
(Merseyside Borough of)
WALLASEY COLLEGE OF
FURTHER EDUCATION
Wallasey, Wirral
(051-625-1000)
For 1st January, 1976.
TELETYPE UNIT AND OFFICE PHASE.
The application forms from the Principal to be returned as soon as possible.

Colleges and
Departments of Art

NOTTINGHAMSHIRE

COUNTY COUNCIL

EDUCATION DEPARTMENT

APPOINTMENT OF

TEMPORARY FULL-TIME

LECTURER

BASIC EDUCATION SUBJECTS

Applications are invited for a

temporary full-time Lecturer

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WARDEN YOUTH & COMMUNITY CENTRE

Hastings £4,008-£4,525

A suitably qualified Youth and/or Community Worker required for the above post, who will have responsibility for a recently built extension forming the Community Centre and the original building where a full-time youth worker is employed.

Application forms from: Area Education Officer, 20 Wellington Square, Hastings.
Closing date 31 October.

Mid Glamorgan COUNTY COUNCIL

Appointment of

WARDEN

ST. ILAN COUNTY YOUTH CENTRE
(attached to St. Ilan Comprehensive School, Caerphilly)

Candidates must be qualified teachers with experience (part or full-time) of youth leadership.

The successful candidate will be placed on the Authority's teaching staff and seconded for duties in the Youth Service, with the option, after a period of five years, of returning to full-time teaching. Consideration will be given to further secondment at this stage.

Salary: Burnham Scale 1 plus an allowance of £565
The allowance is under review.

Further particulars, together with application forms (to be returned by 20th October, 1975) obtainable on receipt of a stamped addressed foolscap envelope, from the undersigned.
County Hall, Caerphilly Park, Caerphilly, Gwent, SA11 2BA.
SANDIE CHAMBERS, Director of Education.

BRUNEI

The Building Trades School, Jafan, Muara, invites applications for the following post from candidates who have served a full apprenticeship, hold a Full Technological Certificate in Building Crafts or Advanced Craft Certificate in Brickwork and preferably a Technical Teacher's Certificate.

SENIOR TECHNICAL INSTRUCTOR-BRICKWORK

SALARY: Approx. £3,872-£6,177 p.a. There is no personal income tax in Brunei.

To teach to City and Guilds' course 831.

BENEFITS: 25% terminal gratuity, free passages, subsidised accommodation, outfit and education allowances, generous leave and an interest-free car loan.

Please apply for further details to Recruitment Section, TETOC (Technical Education and Training Organisation for Overseas Countries), 35/37 Grosvenor Gardens, London SW1W 0BS. Closing date for receipt of applications: November 7.

tetoc

NEW ZEALAND

DEPARTMENT OF EDUCATION

Psychologists

Positions are available in New Zealand for well qualified psychologists. Applicants who should be trained (teachers) who hold an honours degree in psychology and have had recognised training in educational psychology. Full details of qualifications, experience and personal circumstances should be sent by email to:

The Director-General of Education
Private Bag
Government Buildings
WELLINGTON

This information should include copies of the following:

1. Birth Certificate
2. All qualifications
3. Statements of all teaching service
4. A recent photograph

Interviews will be conducted in London. Payment of fares and assistance towards other expenses will be considered.

OVERSEAS Appointments continued

SPAIN
Required urgently. One or two teachers for 3-5 years each, until June 1977. Teaching English and some experience preferable. Write immediately to Miss G. Moran, Free School Lane, Hastings, East Sussex, TN37 4BQ.

SPAIN
Teaching knowledge, SPANISH and English. 1st. adults and children. Good teaching cv, references and photographs to Mrs. Marie Louise, 10, Victoria Road, London, NW10 7TS.

TANZANIA
Infant and Junior trained TEACHERS required for 1976-77, for new International School. Applications, including curriculum vitae to the Headmaster, P.O. Box 100, Arusha, Tanzania.

AFRICA
TEACHERS (all subjects) urgently needed in Catholic mission school in Mozambique. Write to: Victoria Road, London, NW10 7TS.

ADMINISTRATION

Local Education Authority

DONCASTER METROPOLITAN EDUCATION SERVICE

SENIOR CAREERS OFFICER

A.F. 123.65 to £3,005

Applicants should preferably have degree, certificate of education or similar qualification and experience as a careers officer including work with young persons in the community. The successful candidate will be responsible for the provision of careers advice and guidance to pupils in the secondary schools and to the public. The post is full-time and involves a considerable amount of travel. The successful candidate will be required to assist with housing and removal expenses in appointment.

Application forms and further details are available from the Executive (Personnel Section), Doncaster Metropolitan Council, City Centre, Priory Place, Doncaster, DN1 1JF. Telephone: 0502 20001. Closing date for applications: October 31, 1975.

KIRKLEES METROPOLITAN EDUCATION SERVICE

CAREERS OFFICER

A.F. 123.65 to £3,005

The post is full-time and involves a considerable amount of travel. The successful candidate will be required to assist with housing and removal expenses in appointment. Applications should be sent to the Executive (Personnel Section), Doncaster Metropolitan Council, City Centre, Priory Place, Doncaster, DN1 1JF. Telephone: 0502 20001. Closing date for applications: October 31, 1975.

RICHMOND UPON THAMES

SCHOOL MEALS ORGANISER

Salary Scale £2,397 to £4,485

Applications are invited for the above post from suitably qualified persons who will be responsible for the provision of school meals in the area. The successful candidate will be required to assist with housing and removal expenses in appointment.

Application forms and further details are available from the Executive (Personnel Section), Doncaster Metropolitan Council, City Centre, Priory Place, Doncaster, DN1 1JF. Telephone: 0502 20001. Closing date for applications: October 31, 1975.

BEFTON

CAREERS ADVISORY SERVICE

A.F. 123.65 to £3,005

The post is full-time and involves a considerable amount of travel. The successful candidate will be required to assist with housing and removal expenses in appointment. Applications should be sent to the Executive (Personnel Section), Doncaster Metropolitan Council, City Centre, Priory Place, Doncaster, DN1 1JF. Telephone: 0502 20001. Closing date for applications: October 31, 1975.

General

LONDON, S.W.1

A professional of this category of work is required for the post of a careers officer in a secondary school. The successful candidate will be required to assist with housing and removal expenses in appointment. Applications should be sent to the Executive (Personnel Section), Doncaster Metropolitan Council, City Centre, Priory Place, Doncaster, DN1 1JF. Telephone: 0502 20001. Closing date for applications: October 31, 1975.

County of AVON Education Service

Two Community Youth Workers

Stockwood/Whitchurch Ref. No. RB 03

Salary JNC Range 4 (Points 3-7) £2,428-£4,000

Southmead/Henbury/Whitchurch Ref. No. RB 04

Salary JNC Range 4 (Points 3-7) £2,428-£4,000

To have general oversight for all youth work in the area, plus overall responsibility for the Local Authority Youth Centres within that area. Involvement in local and national training programmes is an integral part of the job, and experience is therefore essential. Casual car user allowance available.

Youth Worker (Full-time)

Salary JNC Range 3 (Points 1-5) £2,428-£3,088

Ref. No. RB 02

At Oldbury Court Youth Centre, East Bristol. The post offers the opportunity for an experienced Youth Worker to develop and further a well established Youth Club.

Assistance with removal expenses for all posts where appropriate. Further details and application form, returnable by 6th November, from Chief Education Officer (Ref. Bristol 26548/0), Bristol District Youth Office, 27, Great George Street, Bristol BS1 5BS.

Please quote post reference number.

SURREY

PICCADILLY SCHOOL

10, Piccadilly, London W1

Required: a resident or non-resident teacher for the post of a post in the Registrar's Department. Salary: £2,428-£3,088. Applications should be sent to the Registrar, Piccadilly School, 10, Piccadilly, London W1.

Further details and application form, returnable by 6th November, from Chief Education Officer (Ref. Bristol 26548/0), Bristol District Youth Office, 27, Great George Street, Bristol BS1 5BS.

Please quote post reference number.

HET NEDERLANDSE MINISTERIE VAN BUITENLANDSE ZAKEN vraagt voor de Afdeling Vertalingen

a) ENGELSTALIGE VERTALER

(mnl./vrl.) vac. nr. 5-0945/2570

voor het vertalen in het Engels van hoofdzakelijk Nederlandse teksten over een groot verscheidenheid van onderwerpen.

b) ENGELSTALIGE TERMINOLOGOOG

(mnl./vrl.) vac. nr. 5-2592/2570

die reeds als terminoloog/lexicograaf of als vertaler werkzaam is geweest en die al moeten bevorderen dat de Engelse vertalers een juiste en uniforme terminologie gebruiken, enerzijds door, afhankelijk van de onderwerpen waarover de Afdeling in de toekomst naar verwachting zal moeten vertalen, het Nederlandse-Engelse terminologieboek op die gebieden uit te breiden, vaak in samenwerking met de terminologen van de andere talen, en anderzijds door de vertalers dat het Engelse equivalent van de Nederlandse termen te leveren. Nieuwe samenwerking met het Bureau Engels in de taalgeboden; samenwerking met de Nederlandse-Engelse terminologie van de Afdeling in de taalgeboden; samenwerking met de Nederlandse-Engelse terminologie van de Afdeling in de taalgeboden.

Voor beide functies geldt:

Vereist: universitaire opleiding, een goed gevoel voor alle nuances (zowel in de moedertaal als in het Nederlands), grondige kennis van Nederlandse, zijn volk, geschiedenis en maatschappelijke structuur; passieve kennis van Frans of Duits is noodzakelijk.

Standplaats: 's-Gravenhage.

Salaries, afhankelijk van leeftijd en ervaring, max. f 4307,- per maand.

Schriftelijke sollicitaties, onder het bij de gewenste functie vermelde vac. nr. (in twee bovenhoeken van brief en enveloppe en voor elke vacature een afzonderlijke brief) moeten aan de Rijks Psychologische Dienst, Prins Mauritslaan 1 te 's-Gravenhage.

De salarissen zijn exclusief 7,5% vakantietoelating.

GERMANY

The Centre for

British Teachers

in Europe Limited

The Centre wishes to recruit up to 25 British teachers to teach English in Secondary Schools and Further Education establishments in the Federal Republic of Germany. These vacancies are in Gymnasien in Nordrhein-Westfalen and Niedersachsen and in Berufsbildende Schulen in Nordrhein-Westfalen.

Qualifications

Applicants must possess a university degree, a teaching qualification and some teaching experience. All candidates should have a good working knowledge of spoken German.

Salary

Gymnasien and Berufsbildende Schulen, £275-£385 per month (the Mark has been converted at 5.6 to the Pound), free of income tax.

Length of Contract

Contracts will be for eighteen months starting with an Orientation Course in Germany on 18th January, 1976. There may be the possibility of a few twelve-month contracts.

For details and application forms: The Centre for British Teachers in Europe Limited (T33), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2882.

SCHOOL MEALS ORGANISER

£3,762-£4,326 inc.

Team of four organisers led by Senior School Meals Organiser share responsibility for the staffing of school meals establishments, ordering of equipment and for the supervision of menu planning, cost control and ordering of supplies in school kitchens. Practical experience of large scale catering and appropriate qualification essential.

THE BOROUGH: Situated to the west of Gritter London, Hillingdon includes many attractive residential districts. School population exceeds 40,000 in 111 schools.

Application forms and further details available from and returnable to Personnel Officer, Belmont House, 38 Market Square, Uxbridge, Middlesex UB8 1TR. Telephone: Uxbridge 52281 ext. 29 quoting ref. E2/81/113X.

Closing date: 31st October, 1975.

LONDON BOROUGH OF HILLINGDON

SOUTHGATE TECHNICAL COLLEGE

Principal: W. A. G. Easton MA

CEng FIMechE FRSA

The following is a re-advertisement and any candidate previously rejected need not re-apply.

Required as soon as possible

CHIEF ADMINISTRATIVE OFFICER AND CLERK TO THE GOVERNING BODY

Salary Scale (including London Weighting): £7,040-£10,240 (Points 3-7) £5,253-£5,838

Further details and application forms may be obtained from the Principal, Southgate Technical College, High Street, LONDON N14 6BT. Please mark BOTH envelopes with the job reference (370) in which case no letter is necessary. Completed applications to be returned within 14 days of the appearance of this advertisement.

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ADMINISTRATION continued

ULSTER

THE NATIONAL FEDERATION OF YOUTH CLUBS/IRELAND requires a

TRAINING OFFICER

Qualifications: Candidates will be expected to have a qualification and some youth work experience.

The person appointed will be responsible for the design and implementation of the Federation's Training Programme for voluntary personnel around the country.

Salary: Will be negotiable.

Interested persons should apply to:

The Executive Officer,
National Federation of Youth Clubs,
31 Mountjoy Square, Dublin 1, Ireland.
Tel: 681369.

Closing date for receiving an application form is Monday, 27th October.

SCOTTISH SCHOOLS SCIENCE EQUIPMENT RESEARCH CENTRE EDINBURGH

ASSISTANT DIRECTOR OF CHEMISTRY

A vacancy has arisen in the Centre owing to the retirement of the present Assistant Director. The requirement is for a graduate with a teaching qualification in chemistry and teaching experience, preferably in a post of responsibility. The Centre exists to provide advice on the use of school science equipment and has a testing and development programme in connection with such apparatus. The Assistant Director will have responsibility for directing this programme in chemistry. This post becomes vacant on 1 February 1976.

Salary in accordance with the provisions of the Remuneration of Teachers (Scotland) Act 1967, as amended, plus a responsibility allowance of £1,560 per annum.

Further information and application forms, returnable by 31 October, may be obtained from the Secretary, Scottish Schools Science Equipment Research Centre, Education, 40 Torphichen Street, Edinburgh EH3 8JJ.

THE SCOTTISH TECHNICAL EDUCATION COUNCIL

Invites applications for the post of

EDUCATION OFFICER

for work concerned with methods of assessing standards of attainment and the development of computer systems.

A degree or membership of an appropriate professional body and experience of further education are desirable.

The salary scale for the post is at present in the range £6,244-£6,733 with placing according to experience.

Further particulars may be obtained from the Chief Officer, 39 Queen Street, Glasgow G1 3JY, to whom applications should be made by 4 November 1975.

THE POLYTECHNIC Huddersfield

BUILDING DEVELOPMENT OFFICER

The successful candidate will be involved in negotiations with the Consultant Architect/Planners, Contractors, and the Local Authority.

He will be responsible for adapting or modifying existing development plans and facilities and for organising and co-ordinating this work with the immediate programme of new works in the Polytechnic.

This is a senior post requiring initiative and enterprise. A degree or membership of suitable professional institution is essential, together with experience in the building and contracting field.

Salary: £4,698-£6,250 per annum, according to age and experience.

Assistance can be given with removal expenses in approved cases.

Further details and application forms, which should be returned to the Secretary, Huddersfield Polytechnic, Huddersfield, West Yorkshire HD1 3DH, may be obtained from the Secretary, Huddersfield Polytechnic, Huddersfield, West Yorkshire HD1 3DH.

Librarians

NOTTINGHAMSHIRE

COUNTY COUNCIL EDUCATION DEPARTMENT SCHOOL LIBRARIAN

A Chartered Librarian is required for the above post at the County School, Nottingham. The salary will be within the range £2,225 to £2,702 per annum.

For further details please write to the Director of Education, County School, Nottingham, Notts. The salary will be within the range £2,225 to £2,702 per annum.

For further details please write to the Director of Education, County School, Nottingham, Notts. The salary will be within the range £2,225 to £2,702 per annum.

Ancillary Services

KENT

COUNTY COUNCIL RESIDENT DOMESTIC BURAR

At Nottigham College of Physical Education.

A modern, fully furnished flat is available for 6 weeks including full board.

Applicants, who must have previous experience in similar accommodation, should apply to the Director of Education, Nottigham College of Physical Education, Nottigham, Notts. The salary will be within the range £2,225 to £2,702 per annum.

Miscellaneous

SEFTON

PLASTIC INSTRUCTIONAL TEACHERS

Applications are invited from experienced teachers for the post of Plastic Instructional Teacher at Sefton College of Art and Design, Sefton, Merseyside. The salary will be within the range £2,225 to £2,702 per annum.

OUTDOOR PURSUITS INSTRUCTOR

REQUIREMENTS

Required by January. Knowledge of 1st or 2nd class canoeing, sailing, and swimming. Must be a qualified teacher or have equivalent experience. Salary £2,000 to £2,500, plus board and accommodation, according to experience.

For application form write to:

The Director of Education, Sefton College of Art and Design, Sefton, Merseyside.

STEWART EDUCATION

TEACHERS

Teachers with a degree in Education and a minimum of 5 years' experience in secondary schools are invited to apply for the post of Head of Department of Education at Stewart Education, London. The salary will be within the range £2,225 to £2,702 per annum.

For application form write to:

The Director of Education, Stewart Education, London.

MANCHESTER

THE UNIVERSITY

COLLEGE OF EDUCATION

English as a Foreign Language

WILLIAM FOREST

EDUCATION DEPARTMENT

WEST INDIAN SUPPLEMENTARY

TEACHERS

TEACHERS

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Appointments

Wanted

DEVON

YOUNG PRIMARY HEAD, graduate

TEACHER, graduate

TEACHER, graduate

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EDUCATIONAL COURSES

WEST YORKSHIRE

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